DOCUMENT RESUME

ED 126 558 95 EA 008 495

AUTHOR Brandes, O. Jean
TITLE Projects, Products, and Services of the National Center for Education Statistics, 1976.
INSTITUTION National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO NCES-76-236
PUB DATE 76
NOTE 140p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.05)

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Catalogs; Early Childhood Education; *Educational Research; Elementary Secondary Education; *Federal Programs; Post Secondary Education; *Program Descriptions; Publications; Reference Materials; School Surveys; *Statistical Studies
IDENTIFIERS *National Center for Education Statistics

ABSTRACT

This volume provides an overview of projects conducted by the National Center for Education Statistics (NCES). Particular emphasis is placed on NCES activities that directly affect educational users; studies intended to improve the quality or utility of NCES data and products are not included, nor are projects aimed at a single client such as the Commissioner of Education or a congressional committee. The volume consists mainly of individual project summaries, organized by major program areas into eight topical sections, including preprimary education, elementary and secondary education, adult and occupational education, higher education, libraries and educational technology, dissemination services publications, standard terminology projects and products, and development projects. Each project summary is divided into three sections--description, purpose and uses, and publications. Almost all of the listed reports can be purchased from Government Printing Office bookstores. (Author/JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126558

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NCES 76-236

PROJECTS, PRODUCTS, AND SERVICES OF THE NATIONAL CENTER FOR EDUCATION STATISTICS

1976

by
O. Jean Brandes
National Center for Education Statistics
Education Division

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, *Secretary*

Education Division
Virginia Y. Trotter, *Assistant Secretary for Education*

National Center for Education Statistics
Marie D. Eldridge, *Administrator*

EA 008 495

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1976

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price $2.05

FOREWORD

The National Center for Education Statistics (NCES) collects and disseminates statistics and other data related to education in the United States and in other nations. Specifically the Center: (1) collects, collates, and, from time to time, reports full and complete statistics on the condition of education in the United States; (2) conducts and publishes reports on specialized analyses of the meaning and significance of such statistics; (3) assists State and local educational agencies in improving and automating their statistical and data-collection activities; and (4) reviews and reports on educational activities in foreign countries. The Center is charged with furnishing such special statistical compilations and surveys as the Senate Committee on Labor and Public Welfare, House Committee on Education and Labor, and Senate or House Committee on Appropriations may request. The Center is charged also with forming a consortium of other Federal agencies having a need for educational data (including for these purposes the Library of Congress, the General Accounting Office, and the congressional committees just mentioned) to provide direct joint access with such agencies to all educational data received by the Center through automated data processing.

It is our hope that this publication will enable readers to avail themselves of the services offered by NCES, to locate recently collected data specific to their interests, and to become aware of ongoing projects and publications to appear in the field of education statistics.

Marie D. Eldridge, Administrator
National Center for Education Statistics

ACKNOWLEDGMENTS

The compilation and preparation for publication of the material in this volume have been shared by many individuals within NCES. Recognition must go to all project directors and staff whose names appear at the end of individual projects for their dedication and concern. Special recognition goes to Andrew Pepin for his energy and skill in organizing the material preparatory to publication.

CONTENTS

Chapter	Page
1. Introduction	1
2. Preprimary Education	3
2.1. Preprimary Enrollment	3
2.2. Statistical Survey of Prekindergarten Programs (pilot)	4
2.3. Nursery Schools and Day-Care Centers	5
3. Elementary and Secondary Education	7
3.1. Elementary and Secondary General Information System (ELSEGIS)	7
3.1.1. Local Education Agency Fiscal Report	8
3.1.2. Local Education Agency Fall Report on Staff and Pupils	9
3.1.3. Census of Public Elementary and Secondary Schools	10
3.1.4. Public Secondary School Offerings and Enrollments	11
3.1.5. Fall Statistics of Public Schools	12
3.1.6. Statistics of State School Systems	13
3.1.7. Census of Local Public School Systems	14
3.1.8. Current Expenditures by Local Education Agencies	15
3.2. School Bond Sales	16
3.3. Nonpublic School Survey	17
3.4. State Expenditure Patterns for Public Elementary and Secondary Schools	18
3.5. School Resources and Community Characteristics	19
3.6. School Staffing Survey	20

CONTENTS–Continued

Chapter — Page

3.7. Characteristics of Dropouts 22

3.8. Athletic Injuries and Deaths Survey 23

3.9. National Assessment of Educational Progress 24

See also

5.2 Longitudinal Study of Educational Effects 52

5.4. Survey of the Preservice Preparation of Teachers 56

6.13. Developmental Program of Statistics on Educational Technology 73

9.1.2. Consolidated Program Information Report (CPIR) 106

9.1.3. Statistical Survey of Elementary Schools 108

9.1.4. Redesign of Statistical Survey of Secondary Schools 109

9.1.5. Study of Inservice Teacher Education 110

9.1.7. Survey of Limited-English-Speaking Persons from Non-English-Dominant Environment 112

9.1.8. Fall 1975 Survey of State Education Agencies 113

9.2.1. Analysis of the Educational Personnel System in the United States 115

9.2.4. Indicators of Equality/Inequality of Educational Opportunity 119

9.2.6 Study of State Survey Methods and Results (CPIR) 121

9.3.1. Educational Indicators That Measure Social and Program Progress 127

9.3.2 System to Obtain Data by School District 129

4. Adult and Occupational Education Surveys 29

4.1. Adult Basic Education Program Statistics 30

4.2. Adult Education in Public Education Systems 31

4.3. Adult and Continuing Education in Institutions of Higher Education 32

4.4. Adult Education in Community Organizations 33

CONTENTS—Continued

Chapter — Page

4.5. Participation in Adult Education . . . 34

4.6. Occupational Education Directories . . . 35

4.7. Programs and Enrollments in Noncollegiate Postsecondary Schools . . . 36

4.8. Analysis of Schools Offering Occupational Training . . . 37

4.9. College and University Degree Programs for Training of Adult Educators . . . 38

4.10. Vocational Education: Statistics Available in Federal Agencies . . . 39

4.11. Occupational Education: Teacher and Student Characteristics . . . 40

See also

3.9. National Assessment of Educational Progress . . . 24

5.2. Longitudinal Study of Educational Effects . . . 52

8.2. Development of Manual of Terms and Definitions About Students in Postsecondary Education . . . 85

8.14. Development of Handbook IX, Terminology on Adult/Continuing Education . . . 97

9.2.3. Output Indicators in Postsecondary Education . . . 118

5. Higher Education . . . 41

5.1. Higher Education General Information Survey (HEGIS) . . . 41

5.1.1. Opening Fall Enrollment . . . 42

5.1.2. Financial Statistics of Institutions of Higher Education . . . 44

5.1.3. Institutional Characteristics of Colleges and Universities (annual) . . . 45

5.1.4. Upper Division and Postbaccalaureate Enrollment . . . 47

5.1.5. Degrees and Other Formal Awards Conferred . . . 48

5.1.6. Employees in Higher Education . . . 49

5.1.7. College and University Physical Facilities . . . 50

CONTENTS—Continued

Chapter — Page

5.1.8. Residence and Migration of College Students 51

5.2. Longitudinal Study of Educational Effects 52

5.3. Biennial Survey of Education and Occupational Status of Recent College Graduates (June 1974-July 1975) 55

5.4. Survey of Preservice Preparation of Teachers 56

See also

3.8. Athletic Injuries and Deaths Survey 23

3.9. National Assessment of Educational Progress 24

4.8. Analysis of Schools Offering Occupational Training 37

4.9. College and University Degree Programs for Training of Adult Educators 38

6.5. College and University Libraries (HEGIS) 64

6.13. Developmental Program of Statistics on Educational Technology 73

8.3. Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education 86

8.4. Higher Education Finance Manual 87

8.5. Higher Education Facilities Inventory and Classification Manual 88

9.2.1. Analysis of the Educational Personnel System in the United States 115

9.2.3. Output Indicators in Postsecondary Education 118

9.1.9. Study of Bilingual Education Programs in Institutions of Higher Education 114

6. Libraries and Educational Technology 59

6.1. Library General Information Survey (LIBGIS) 59

6.2. Public School Libraries/Media Centers 61

6.3. Survey of Public Libraries 62

CONTENTS–Continued

Chapter — Page

6.4. Public Library Directory 63

6.5. College and University Libraries (HEGIS) 64

6.6. Survey of Federal Libraries 66

6.7. Survey of State Library Agencies and of Special Libraries Serving State Governments 67

6.8. Directory of Special Libraries Servicing Commerce and Industry 68

6.9. Library Cooperatives, Consortia, and Networks 69

6.10. Glossary of Library Statistics Terms and Definitions 70

6.11. Library and Information-Science Manpower Supply and Demand Survey 71

6.12. National Inventory of Library Statistics Practices 72

6.13. Developmental Program of Statistics on Educational Technology 73

See also

8.15. Handbook I, Educational Technology–Classifications and Standard Terminology 98

7. Dissemination Services and Publications 75

7.1. Reference Services and Publications 76

7.2. Education Statistics Information Access System (EDSTAT) 77

7.3. Consortium of Federal Agencies 78

7.4. Condition of Education Report 79

7.5. Projection Services and Publications 80

7.6. Statistical Services for Federal Legislation 81

7.7. Statistical Services for Allocation of Federal Funds 82

8. Standard Terminology Projects and Products 83

8.1. Taxonomy of Subject Matter for All of Education, and Other Selected Dimensions of Educational Information 84

CONTENTS–Continued

Chapter — Page

8.2. Development of a Manual of Terms and Definitions About Students in Postsecondary Education 85

8.3. Project: A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education 86

8.4. Higher Education Finance Manual, 1975 87

8.5. Facilities Inventory and Classification Manual, 1973 (Higher Education) 88

8.6. Revised Handbook II, Financial Accounting Classifications and Standard Terminology for Local and State Schoool Systems 89

8.7. Handbook II-B, Principles of Public School Accounting 90

8.8. Revision of Handbook III, Property Accounting for Local and State School Systems 91

8.9. Project: Revised Handbook IV, Staff Accounting Classifications and Standard Terminology for Local and State School Systems 92

8.10. Revised Handbook V, Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education 93

8.11. Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems 94

8.12. Handbook VII, The State Education Agency 95

8.13. Development of Handbook VIII Standard Terminology About Community Characteristics 96

8.14. Development of Handbook IX, Terminology on Adult/Continuing Education 97

8.15. Handbook X, Educational Technology–Classifications and Standard Terminology 98

8.16. Combined Glossary: Terms and Definitions From the Handbooks of the State Educational Records and Reports Series 99

See also

6.8. Directory of Special Libraries Serving Commerce and Industry 68

CONTENTS—Continued

Chapter	Page
9. Development Projects	101
9.1. Data and Survey Systems	102
9.1.1. Common-Core-of-Data Program	102
9.1.2. Consolidated Program Information Report (CPIR)	106
9.1.3. Statistical Survey of Elementary Schools	108
9.1.4. Redesign of Statistical Survey of Secondary Schools	109
9.1.5. Study of Inservice Teacher Education	110
9.1.6. Pilot Survey of Limited-English-Speaking Persons From Non-English-Dominant Environments	111
9.1.7. Survey of Limited-English-Speaking Persons From Non-English-Dominant Environments	112
9.1.8. Fall 1975 Survey of State Education Agencies	113
9.1.9. Study of Bilingual Education Programs in Institutions of Higher Education	114
See also	
2.2. Statistical Survey of Prekindergarten Programs (Pilot)	4
3.5. School Resources and Community Characteristics	19
3.9. National Assessment of Educational Progress	24
4.7. Programs and Enrollments in Noncollegiate Postsecondary Schools	36
5.2. Longitudinal Study of Educational Effects	52
6.9. Library Cooperatives, Consortia, and Networks	69
9.2. Special Analyses, Methods, and Measures	115
9.2.1. Analysis of the Educational Personnel System in the United States	115
9.2.2. A Comparative Analysis of Teacher Supply and Demand in Four Countries	117

CONTENTS—Continued

Chapter		Page
	9.2.3. Output Indicators in Postsecondary Education	118
	9.2.4. Indicators of Equality/Inequality of Educational Opportunity	119
	9.2.5. Sex Discrimination in Education	120
	9.2.6. Study of State Survey Methods and Results, 1973 Consolidated Program Information Report (CPIR)	121
	9.2.7. Anchor Test Study Data Analyses	122
	9.2.8. Rasch Model Analysis of Anchor Test Data	124
	9.2.9. Investigation of Appropriateness of the Anchor Test Study: Equating Tables for Selected Subgroups	125
	9.3.0. Preparation of Anchor Test Data Tapes and Manual for Use With Tapes	126
	9.3.1. Educational Indicators That Measure Social and Program Progress	127
	9.3.2. System to Obtain Data by School District	129
See also		
	3.6. School Staffing Survey	20

Chapter 1

INTRODUCTION

The National Center for Education Statistics

Established in 1965, the National Center for Education Statistics (NCES) was charged to develop and provide comprehensive statistics about the state of education in the United States. It inherited the Office of Education's statistical tradition, which, in the language of the original congressional mandate, was " . . . for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories . . . "

The Education Amendments of 1974 enlarged the scope of NCES' mission and, at the same time, assigned the Center—under the modified name National Center for Education Statistics—to the office of the Assistant Secretary for Education with additional mandates calling for (1) conducting and publishing specialized analyses, (2) reviewing and reporting on educational activities in foreign countries, and (3) providing assistance to State and local education agencies in improving their statistical activities.

NCES provides leadership in many areas of educational statistics, relates such statistics to critical public issues, and provides quantitative information for decisionmakers throughout the educational community. In carrying out its mission, the Center conducts surveys and studies, processes and disseminates data about education, and works to improve the quality and timeliness of educational statistics.

Objective of the Report

This publication is addressed to the many users and prospective users of NCES' statistics who can benefit by increased knowledge of the Center's surveys and output. It provides an overview of the NCES program in terms of individual projects, with particular stress on activities that impinge on users. The reader is given some indication of the breadth of coverage of NCES' statistical systems across educational institutions and functions, the extent to which continuity of time series is maintained, and the expansion into new areas as the need arises.

Organization of the Report

The material presented here consists of project summaries organized by major program area in the following chapters:

2. Preprimary Education
3. Elementary and Secondary Education
4. Adult and Occupational Education
5. Higher Education
6. Libraries and Educational Technology
7. Dissemination Services Publications
8. Standard Terminology Projects and Products
9. Developmental Projects

Projects that cover more than one of the above categories are cross-referenced in the table of contents.

Each project summary is divided into three sections: *Description, Purpose and Uses, and Publications. Descriptions* give types of information, sources of data, geographical coverage, relationship with other projects, and in some cases historical perspective. Statements under *Purpose and Uses* broadly describe categories of users and uses, with specific applications indicated in some cases. *Publications* include not only printed documents available through the Government Printing Office but also magnetic tapes, microfiches, maps, and unpublished materials.

Studies to improve the quality of data, efficiency of operations, or usefulness of product are not included in the project summaries, nor are projects directly assisting single clients such as the Commissioner of Education or a congressional committee.

Summary of Projects

The foundation of the NCES program consists of general-purpose surveys administered periodically to States, local school districts, institutions of higher education, and other institutional entities. These surveys provide benchmark data for planning, evaluation, and policymaking in all areas of educational decisionmaking, and are characterized by multiple users and uses. Wherever possible, time series of measurements are maintained to reveal trends. Related surveys have been consolidated to lessen the burden on respondents, to permit correlation of data across functional categories of pupil, staff, finance, etc., and to rationalize the survey process.

For example, the Elementary-Secondary General Information Survey (ELSEGIS), the Higher Education General Information Survey (HEGIS), and the Library General Information Survey (LIBGIS) are designed to provide the core of the statistical programs in their areas of information.

The projects grouped under the rubrics of reference, estimates, and projections and of standardized terminology provide support to users of data on the one hand and to producers of data on the other hand. Their importance is related to the service orientation and statistical leadership roles of the Center.

The widely disparate group of projects designated "developmental" represents a particularly dynamic sector of the National Center for Education Statistics. As these projects become operational, they are converted into parts of existing surveys and studies or open up new avenues of measurement and analysis.

Almost all of the reports listed in this publication can be purchased from any of the 13 U.S. Government Printing Office book stores located throughout the United States, or from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. A limited supply of copies of some of the reports is available for single distribution at the National Center for Education Statistics.

Microfiches and reproductions of all current and of many older NCES reports can also be purchased from the Education Resources Information Center. In order to check on their availability, the reader may consult *Resources in Education* (formerly *Research in Education*) a monthly catalog available in many libraries, or inquire with the Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

For information on how to obtain tapes and other NCES products or services see page 77.

The reader is invited to send his comments and suggestions concerning this publication to O J. Brandes, National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Chapter 2

PREPRIMARY EDUCATION

2.1. **Project**: Preprimary Enrollment (annual)

Description

This project is based upon data on early school attendance of young children collected, by the Bureau of the Census under a contract with NCES, by a sample survey that provides national estimates to NCES.

This report provides information on characteristics of 3-5-year-old children enrolled in preprimary programs in the United States. It analyzes the effects upon enrollment rates of age, race, occupation of household head, and residence in either urban, suburban, or rural areas.

Purpose and Uses

Provides information on the condition and progress of education of children 3-5 years old. It particularly assists planners in determining the needs of preprimary programs and developing programs that will extend the impact of these programs to groups not currently enrolled. OE programs and bureaus, State education agencies, local school administrators, and researchers in education require this information for planning purposes.

This study furnishes educational planners with basic data on the extent to which children at preprimary age levels are participating in school programs. The preprimary years are considered most significant in determining the success of children in school.

Publication

Preprimary Enrollment, October 1974
NCES 76-147 85¢

Program Specialist: Irene King

2.2. **Project**: Statistical Survey of Prekindergarten Programs (pilot)

Description

The Statistical Survey of Prekindergarten Programs (SSPP) is intended to ascertain the extent of special educational needs with the prekindergarten population and the degree to which those needs are met by local, State, and Federal programs. The study design, presently under development, will include a pilot study which will determine choice of research strategy, survey techniques, and measuring instruments. Four questionnaires are planned: one to be completed by the District, one by the preschool administrator, one by the preschool teacher, and one (by the teacher) to collect data on pupil characteristics. The principal data items on the questionnaires include: characteristics of the organizational setting of programs, of staff, and of pupils served; number of children being served; intensity of program focus; and specified program descriptors. Only regular school prekindergarten programs will be included in the sample.

(1) Activities for fiscal year 1976

Initial planning of the full-scale study as well as the pilot study will be carried out.

(2) Plans for fiscal year 1977

The sample will be selected and the pilot survey will be carried out. A report will be prepared on the results of the pilot study.

Purpose and Uses

SSPP is one part of a conceptually operational baseline data-collection effort which yields national represntative profile data on selected characteristics within the public schools (prekindergarten through grade 14).

SSPP seeks data to assist users within the Federal government in ascertaining the extent of special educational needs existing within the prekindergarten population and the degree to which those needs are met by local, State, and Federal programs.

The prime impetus for this survey is the need that legislative and executive personnel, at all levels of government, have for these data in making decisions about the types of special programs that may be graded at the prekindergarten level, as well as for consolidated information on existing programs. There is currently very little information in this area.

Publications

None at this time.

General Supervision: Yeuell Harris

2.3. **Project**: Nursery Schools and Day-Care Centers

Description

The Census Bureau has surveyed nursery schools and day-care centers attended by 3-to-6-year-old children enumerated in the October 1974 Current Population Survey and has gathered data on enrollments, staffing patterns, services provided, and facilities.

Tables of national estimates of the above variables, when ready for publication, will be cross-tabulated by such factors as family income, occupation of head of household, etc.

Purpose and Uses

Increasing awareness of the importance of early childhood development has prompted the need for data on facilities and services pertinent to this period. It is expected that planners and researchers will use these data to formulate positions on needs of preschool children and services available.

Publication

A publication, as yet untitled, is planned for spring 1976.

Program Specialist: Betty Foster

Chapter 3

ELEMENTARY AND SECONDARY EDUCATION

3.1. Elementary and Secondary General Information System (ELSEGIS)

The primary instrument for acquisition and dissemination of policy-oriented data on elementary and secondary education in the United States and outlying areas is the Elementary-Secondary General Information Survey (ELSEGIS) system.

Initiated in 1967 and conducted on an annual basis, ELSEGIS acquires quantitative data on the characteristics, pupils, staff, finances, facilities, activities, and achievements of elementary and secondary schools and school systems. In most cases, data are obtained through cost-sharing contracts with State education agencies, with the Federal Government subsidizing part of the cost of data acquisition, editing, and data preparation. The data are obtained from the State agencies, but at the discretion of the States may be collected directly from the school system or the school. Statistics from Federal Government agencies such as the Bureau of the Census and the Office of Equal Employment Opportunity are also used in compiling ELSEGIS data. The survey system, since its inception, has added an increasing number of surveys.

Special studies, conducted outside the ELSEGIS umbrella, utilize data from such diverse sources as the *Daily Bond Buyer* and the National Education Association.

Individual surveys comprising ELSEGIS and others are described in the section that follows.

3.1.1. **Project**: Local Education Agency Fiscal Report (annual)

Description

This is a sample survey of local education agencies providing detailed data on:

(1) Receipts by type and source, including detailed distribution of Federal funds by program.

(2) Expenditures by category, including current expenditures, capital outlay, and debt service.

The data were originally collected directly from a sample of school districts under terms of a cost-sharing contract. To avoid duplicated effort, current data on Form F-33 from the Bureau of the Census are being used to obtain national and State estimates.

Purpose and Uses

The ELSEGIS surveys fill the need for timely, accurate statistics to implement the provisions of the National Defense Education Act, Elementary and Secondary Education Act, and the Education Amendments Act of 1974. States have requested the Federal Government, through the Office of Education (OE), to maintain the ELSEGIS series and disseminate its findings.

The data are used by the Congress, OE program managers, State education agencies, local school administrators, international organizations such as UNESCO and OECD, and professional education groups to determine the availability and utilization of resources at the local level. These data are also used to assay the impact of Federal programs.

Publications

Statistics of Local Public School Systems, 1968-69; Finances
(HE 5.222:22027-69) $1.75

Statistics of Local Public School Systems, 1969-70: Finances
(74-147 S/N 1780-01313) $8.45

Statistics of Local Public School Systems, 1970-71: Finances
NCES 75-149 $4.40

Tapes

*ELSEGIS Finance (a sample)**
(Revenues by source and expenditures by type) 1969-70 and 1970-71

Program Specialist: Gerald Kahn

---

*This sample of 5,500 school districts provides State estimates.

3.1.2. **Project**: Local Education Agency Fall Report on Staff and Pupils (annual)

Description

The survey collects data on pupils and staff from a sample of local education agencies (LEA's). LEA's are asked to report fall enrollment figures and full-time equivalency of staff by major assignment category. NCES reports offer regional and national estimates.

The data initially collected by NCES from State Education agencies are currently obtained from LEA's through the Equal Employment Opportunity Commission in a cooperative effort to reduce duplication in the collection of statistics.

Purpose and Uses

The data permit NCES to classify school systems by size, compute pupil/staff ratios in several ways, and carry out numerous other analyses.

The data are used by the Congress, OE program bureaus, State education agencies, local school administrators, international organizations, and professional education groups to determine needs and to plan and develop programs. The LEA staff, pupil, and fiscal report surveys have been used for planning purposes by such diverse groups as the President's Commission on School Finance and the Appalachian Regional Commission.

Publications

Statistics of Local Public School Systems, Fall 1970: Staff
(HE 73-11415) 1973 $1.60

Statistics of Local Public School Systems, Fall 1969: Pupils and Staff
(HE 5.220:201126-69) $1.50

Tapes

ELSEGIS Staff (a sample)

(Number of staff—both teaching and non-teaching—by grade or specialty, educational level, and changes in staff) 1969-70 through 1971-72

Program Specialist: Warren Hughes

3.1.3 **Project**: Census of Public Elementary and Secondary Schools (periodic)

Description

The survey provides a comprehensive listing of every public elementary and secondary day school in the United States and outlying areas. The data provide information on the name of the school, its location, grade span, number of pupils and teachers, high school grades, level of government control, and type of program. School-by-school data were obtained through various procedures chosen by the State education agencies from options established by NCES. Recent data are available on tape. The latest survey was conducted in 1972-73.

Purpose and Uses

Information provided in the survey is relevant to OE programs such as Title I, ESEA, urban studies, and to studies of patterns of segregation. One of the basic purposes of this universe of schools is to provide a sampling frame for surveys initiated within the Education Division, HEW, and by outside researchers.

Publications

Directory of Public Elementary and Secondary Day Schools, 1968-69
(HE 5.220:20126)
- Vol. I – North Atlantic Region $2.00
- Vol. II – Great Lakes and Plains Region $3.25
- Vol. III – Southeast Region $2.50
- Vol. IV – West and Southwest Region and Outlying Areas $2.50

Tapes

ELSEGIS Public School Universe (2 reels)
(Name, address, county, district, grade span, enrollment by grade, level of control, numbers of professional staff) 1969-70 through 1972-73

Program Specialist: Beatrice Mongello

3.1.4. **Project**: Public Secondary School Offerings and Enrollments (periodic)

Description

This survey of secondary school curriculum offerings and enrollments is intended to reveal the extent to which innovative techniques are being utilized to modify the more traditional patterns of secondary school curriculum organization and course presentation. A pretest was conducted in 1970-71 and a full-scale survey in 1972-73.

Purpose and Uses

The information acquired by this survey shows the current status of course offerings and enrollments in the high schools and permits comparisons with the data from a survey conducted 12 years earlier. It thus serves legislative programs aimed at the expansion of particular fields such as science, mathematics, the humanities, vocational/industrial training, environmental sciences, and modern foreign languages. Federal legislation to be served includes National Defnese Education Act, Vocational Education Act of 1963, Mutual Education and Cultural Exchange Act, Elementary-Secondary Act of 1965, and the Environmental Education Act of 1970.

Data are also urgently needed by subject-matter specialists, professional societies, and developers of textbooks.

Publication

Patterns of Course Offerings and Enrollments in Public Elementary and Secondary Schools, 1970-71
(OE-73-11400) 50¢

Course Offerings and Enrollments in Public Secondary Schools, 1972-73
(To be released November 1975)

Tapes

Available for 1972-73

Program Specialists: Logan Osterndorf and Paul Dunn

3.1.5. **Project**: Fall Statistics of Public Schools (annual)

Description

This is a basic statistical survey of State education agencies to obtain data on public elementary and secondary schools for each State and outlying area and for the 20 largest cities. The survey collects data on pupils, high school graduates, professional and nonprofessional instructional and noninstructional staff, and schools. Included are estimated expenditures classified by major purpose, average salaries of professional instructional staff and classroom teachers, and estimates of average daily attendance and average daily membership. Time limitations restrict the amount and complexity of the data collected to the information most essential and readily available at the beginning of the school year.

A preliminary fall statistics report is published to make data available as quickly as possible. The regular Fall Statistics of Public Schools report contains the final, more detailed survey data for the States, outlying areas, and the 20 largest cities.

Purpose and Uses

Provides timely, widely accepted national and State aggregate data on American public elementary and secondary education, and promotes the collection of comparable data among the States.

These data have been used by OE program managers, State education agencies, local school administrators, private firms and individuals, international organizations, the Special Subcommittee on Education of the House of Representatives, the President's Commission on School Finance, the National Wildlife Federation, and branches of the armed services.

Publications

Fall 1974 Statistics of Public Schools, Advance Report
NCES 75-142 30c

Statistics of Public Elementary and Secondary Day Schools, Fall 1974
NCES 76-143 $1.05

Program Specialist: Betty Foster

3.1.6. **Project**: Statistics of State School Systems (biennial)

Description

Public elementary and secondary school data are collected from the States and outlying areas on school districts, pupils, staff, school property, school services, and school finance. Data are edited for validity and reliability, then published in a major publication with over 50 tables comprised of over 500 columns.

The report describes characteristics of the school systems of each State and provides details on pupil enrollment and attendance; instructional staff by type; State, intermediate, and local administration; number of high school graduates; revenues by source; expenditures by purpose; capital outlay; and debt services.

Purpose and Uses

This biennial survey provides the most accurate and authoritative baseline and trend statistics available on the condition of elementary and secondary education in the States. These multiple-purpose statistics are used extensively by many segments of the education community—ranging from the State education agencies to the National Education Association—to make analyses and comparisons of efforts made by the States. The State of New York is the principal user of data for this purpose. The data have also been made available to decisionmakers such as the House of Representatives Special Subcommittee on Education, the President's Commission on School Finance, as well as to the Bureau of the Census and the Bureau of Labor Statistics. International organizations such as UNESCO have used the data to make comparative studies of education in other countries, particularly developing countries.

OE program managers use these data to assay the condition of elementary and secondary education in each State, to plan and develop programs that will improve the quality of education, and to measure the progress of past educational programs. The data are used by researchers and by industry to analyze specific areas of education and to develop projections for construction, equipment, and transportation.

Publications

Statistics of State School Systems, 1971-72
NCES 75-153

Program Specialist: Geraldine Scott

3.1.7. **Project**: Census of Local Public School Systems (annual)

Description

In this project, computer listings of local education agencies in each State are mailed to the State education agencies for manual updating and return. The changes are then edited, coded, keypunched, and merged into the existing NCES files. These files produce a variety of listings for use within the Federal Government and help prepare the *Education Directory, Public School Systems* for public distribution.

The Directory provides a listing of all local public school systems in the United States and outlying areas. The listing includes location and size of all systems and names of superintendents of systems with pupil membership of 10,000 or more. Five tables give data on grade span and enrollment for each State and for the United States as a whole.

Purpose and Uses

This file permits the Federal Government and State education agencies to draw statistically valid samples from which State or national estimates can be made on particular issues. It can also be used as a mailing list by various Government agencies, such as the U.S. Department of Agriculture, the Atomic Energy Commission, the Internal Revenue Service, and the Veterans' Administration.

There are, also, statistical and research uses. Some users in this category are the Bureau of the Census, the President's Commission on School Finance, the Regional Economics Division of the Department of Commerce, the College Entrance Examination Board, the Educational Testing Service, and various study groups at the University of Michigan.

Each year, hundreds of requests are received for the Directory, from every sector of the educational community, including the National Education Association, many State education agencies, and the House Committee on Education and Labor.

Publication

Education Directory, Public School Systems, 1975-76
(To be released in Feb. 1976)

Tapes

Public School Systems
(Name, address, grade span, enrollment, county, name of superintendent if over 10,000 enrollment) 1969-70 through 1973-74

Program Specialist: Jeff Williams

3.1.8. **Project**: Current Expenditures by Local Education Agencies (annual)

Description

The survey is a collection and a summary at the State level of local expenditures and revenues for free public elementary and secondary education and of State and national average per-pupil expenditures.

Purpose and Uses

This survey is conducted so that the Commissioner of Education may certify State figures for current expenditures per pupil as required under P.L. 89-750. These figures are then used as one factor in the distribution of Federal funds under P.L. 89-10 (ESEA, Title I, State Allotments). The information from this survey also provides OE program bureaus, State education agencies, and researchers in education with a means of ranking State efforts for education.

Publications

Revenues and Expenditures for Public Elementary and Secondary Education, 1973-74
(to be released Nov. 1975)

Program Specialist: Richard Barr

3.2. **Project**: School Bond Sales (annual)

Description

Individual public elementary and secondary school bond sales and elections are presented, as reported in the privately published *Daily Bond Buyer*. Data are collected daily from this publication and are summarized monthly and quarterly. State summary data are published annually in the report *Bond Sales for Public School Purposes*.

This report provides information describing the trend and status of public elementary and secondary school bond sales and elections. The annual report includes data on the number, dollar amount, and average net interest costs of bond sales, by State, issuing agency, and Moody rating. It also includes information on the number and dollar value of bond elections, approvals, and defeats, by State.

Purpose and Uses

Provides information to Federal officials, State education agencies, and local school administrators on significant national trends and developments in school construction financing, upon which they must make decisions for plant expansion.

The number of bond election approvals and defeats may act as a measure of the willingness of the voters in assuming financing burdens of new school construction. The study also shows the trend in interest cost of bonds, which is a significant factor in the sale of school bonds.

Publication

Bond Sales for Public School Purposes, 1973-74
(NCES 75-151) 60¢

Program Specialist: Irene King

3.3. **Project**: Nonpublic School Survey (quinquennial)

Description

The survey provides information on the number of nonpublic schools in the United States, enrollment, number of teachers, number of high school graduates, types of programs offered, religious affiliation of schools, and special items such as information about facilities and expenditures.

Purpose and Uses

The National Center for Education Statistics collects these data to provide statistics for the entire nonpublic sector of elementary and secondary schools comparable with those for the public sector. This survey collects data of importance to the current pressing financial problems that are now causing the nonpublic schools to seek Federal and State aid. It provides such groups as the Congress and various educational planners with greatly needed information in this regard.

OE program managers, State education agencies, researchers in education, and in particular nonpublic school officials are dependent on NCES for this information. The National Catholic Educational Association, the National Association of Independent Schools, the Board of Parish Education of the Lutheran Church, and the National Association of Hebrew Day Schools (Torah Umesorah) have all expressed needs for this information and have requested that OE collect data on nonpublic schools with increased frequency.

Publications

Directory of Nonpublic Elementary and Secondary Day Schools, 1968-69
(HE 5.220:20127 Vol. V-70) $2.00

Statistics of Nonpublic Elementary and Secondary Schools, 1970-71
(OE-74-11420) $1.20

Nonpublic Schools in Large Cities, 1970-71
(OE-74-11425) 85¢

"Roman Catholic Schools Compared with Public Schools: Percentage Changes in Elementary and Secondary Enrollment from Fall 1963 to Fall 1969"
NCES Management Bulletin #2, Feb. 17, 1970

"Nonpublic Schools and Enrollments, 1970-71" (preliminary)
NCES Management Bulletin #12, June 7, 1972

Tape

Nonpublic School Universe 1970-71

It is planned to repeat this survey for the 1975-76 school year with a report scheduled for fall 1976 and a tape available by June 76.

Program Specialist: Roy Nehrt

3.4. **Project**: State Expenditure Patterns for Public Elementary and Secondary Schools

Description

The last publication of this report covers the year 1969-70. The data from State departments of education and local school districts on teachers, pupils, and expenditures were analyzed to show the wide variations of expenditures within and among States and the amounts of money needed to equalize these expenditures at various levels. Since 1939-40, this report has been published every 10 years. Data were collected for a 1969-70 publication similar to the 1959-60 *Profiles in School Support*.

Purpose and Uses

One of the most useful parts of the *Profiles* is the compilation of tables that estimate the amount of money needed to increase expenditures of all school districts in each State to the State or national median expenditure per classroom unit or to some other level. The report is used by State legislatures and the Congress in their deliberations on bills to support schools, and by educators in the teaching of school finance in colleges and universities.

Publication

Profiles in School Support, 1969-70, Government Printing Office $3.05

Project Monitor: Forrest Harrison

3.5. **Project**: School Resources and Community Characteristics

Description

The NCES conversion system for defining school districts in terms of census geographical areas is used to extract social and economic data from census summary tapes and to aggregate to school district level. Information is obtained for the total population living within school district boundaries and for black and Spanish-American subgroups. This data file is then merged with financial and staff data from the Elementary and Secondary General Information Survey (ELSEGIS). Products are distributed in the form of computer tape, microfilm, and printed reports for maximum usefulness to users.

Purpose and Uses

These statistics provide information on income, dropouts, vocation, education, nonpublic school enrollment, labor-force participation, and other difficult-to-obtain population variables, and constitute a valuable data base for the analyst of school finances, the allocation of compensatory education funds, and the reduction of inequality of educational opportunity. Information will be provided on such issues as: the relationship between per-pupil expenditure and community characteristics, the extent to which racial and income minorities reside in districts receiving Federal funds, and the influence of nonpublic school population and adult educational levels on local funding of schools.

Publications

"Census Data Combined with School District Data,"
NCES Management Bulletin #15, October 15, 1973

Social and Economic Characteristics of School Districts
(NCES 76-205)

School Resources and Community Characteristics (in process)

Tapes

School District Fourth Count Tape, 1970
machine readable data
selective listing program
microfiche (24 magnification)

Census/ELSEGIS Tape, 1970
machine readable data
selective listing program

Project Officer: William Dorfman

3.6. **Project**: School Staffing Survey

Description

This sample survey of the Nation's public elementary and secondary schools is designed to determine the number of employees in specific assignments, the full-time equivalent of full-time and part-time employees working in these assignments, and selected demographic and educational characteristics of the pupils in these schools. To reduce individual respondent burden, the survey consisted of three separate samples of public schools and three questionnaires, with only a few items common to all three forms. A pilot survey was conducted in spring 1969; a larger scale survey in spring 1970.

Purpose and Uses

Data from the 1969 survey appear in the 1969-70 annual report of the Commissioner of Education on the education professions, *The Education Professions, 1969-70,* congressionally mandated by section 503 of the Education Professions Development Act. Statistics are examined which reflect the allocation of staff to schools in which at least 50 percent of the student body are from poor households.

OE's Bureau of Education for the Handicapped uses data on instruction of handicapped children for planning purposes. Up-to-date statistics on employment of guidance counselors in the public schools are also used for planning purposes by the American Personnel and Guidance Association. Furthermore, the 1970 survey provides, for the first time in 10 years, the actual data for calculation of teacher turnover rates at the national level for use by all agencies that estimate and project teacher demand for supply-demand studies. Finally, the data on gifted pupils and programs are used in preparing proposed legislation supporting education for the gifted and talented.

Publications

"Statistics of Poverty Schools," chapter 3 of *The Education Professions, 1969-70,* Superintendent of Documents, U.S. Government Printing Office
(HE 5.258:58032-70) $1.00

"Reading Statistics: Key Baseline Measures"
NCES Management Bulletin #5.

Specialized Instruction in Reading by the Public Schools, Fall 1968
(HE 5.230:30043) 25¢

Specialized Instruction for Gifted Pupils in the Public Schools, Fall 1968
(HE 5.220:20192) 20¢

The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968
(HE 5.220:20193) 50¢

"Teacher Supply and Demand: Public and Nonpublic Elementary and Secondary Day Schools"
NCES Management Bulletin #6, June 11, 1971

"Specialized Reading Instruction in the Public Schools in 1968-69"
NCES Management Bulletin #3.

3.6. **Project**: School Staffing Survey–Continued

Pupil Mobility in Public Elementary and Secondary Schools During the 1968-69 School Year
(HE 5.224:24018) 20¢

"Basic Statistics on Food Services in Public Schools, Spring 1970"
NCES Management Bulletin #11.

Pupil Mobility in Public Elementary and Secondary Schools During the 1969-70 School Year
(OE-73-11109)

Counselors in Public Schools, Spring 1970
(OE-73-11106)

Number of Pupils with Handicaps in Local Public Schools, Spring 1970
(OE-73-11107)

Teacher Turnover in Public Schools, Fall 1968-Fall 1969
(OE-74-11115)

Professional Staff for the Handicapped in Local Public Schools, Spring 1970
(74-214)

"The American Indian in School: Answers to Questions"
NCES Management Bulletin #9, May 27, 1971 and #13, (update) January 2, 1973

Project Director: Stafford Metz

3.7. **Project**: Characteristics of Dropouts

Description

The 1% Public Use Samples of the 1960 and 1970 Censuses of Population are used as data sources to extract information on the population 14-to-21-years of age so that in-depth analyses of the characteristics of high school dropouts can be made. Tabulations compare the family income, race, parental education, mother tongue, mobility, and other family-of-origin characteristics of high school dropouts and high school graduates for each State and the United States. The occupational, earnings, and marital status of dropouts and graduates are also compared. The effect of various combinations of family background and neighborhood characteristics on dropout status is explored.

Purpose and Uses

The large number of high school dropouts from culturally and economically deprived backgrounds is a major concern in education today. Information on these dropouts and how they differ from continuers is needed to develop and direct dropout prevention programs. Valuable information on enrollment, educational achievement, socioeconomic status, and neighborhood characteristics has been collected for the 1960 and 1970 Census of Population; however, printed reports have only provided limited and fragmentary information on dropouts. This study will make statistics accessible to researchers or program planners for additional analyses in their area of interest by providing computer tapes of extracts and summaries, as well as a publication.

Publication

Social and Economic Characteristics of High School Dropouts (in process)

Tapes

(a) *1960 State Youth Extract File*
1% sample of the U.S. population, ages 14-21; based on the 1960 Public Use Sample issued by the Census Bureau (compatible with 1970 file)

(b) *1970 State Youth Extract File* (15% version)
1% sample of the U.S. population ages 14-21; based on the 1970 State Public Use Sample created by Census from the 15% sample questionnaire returns

(c) *1970 State Youth Extract File* (5% version)
1% sample of the 1970 U.S. population, ages 14-21; based on the 1970 Public Use Sample created from the 5% sample questionnaire returns

(d) *1960-1970 State High School Dropout Summary File*
68 tables for males and females, ages 14-21, 1960 and 1970

(e) *1970 Neighborhood High School Dropout Summary File*
12 tables giving 1% sample counts of total cases and paired combinations of family and neighborhood characteristics

(f) *1970 Neighborhood High School Dropout Summary File*
12 tables give 1% sample counts of total cases and high school dropouts by paired combinations of family and neighborhood characteristics

Project Officer: William Dorfman

3.8. **Project**: Athletic Injuries and Deaths Survey

Description

This project uses a sample of 1,300 colleges and universities and 2,500 secondary schools to study the extent of athletic injuries and deaths and to develop national estimates regarding their incidence and types. Information will be obtained over the year beginning July 1, 1975.

Purpose and Uses

This study, mandated by Congress in Public Law 93-380, section 826, was assigned by the Secretary of the Department of Health, Education, and Welfare to the National Center for Education Statistics. The study is designed to provide information on the number of persons injured in athletic competition between schools, during practice, in intramural sports, and in physical education classes. The type of person providing health or medical assistance will be studied as a means of developing legislation dealing with athletic trainers.

Publication

Report and Recommendations on Survey of Athletic Injuries and Deaths
(in process)

Project Monitor: Robert Calvert

3.9. **Project**: National Assessment of Educational Progress

Description

The National Assessment of Educational Progress (NAEP) has established the only objective-referenced baseline data on a national level concerning the achievement of young Americans, and is now collecting and reporting changes in achievement over regular intervals. Annually surveying the knowledge, skills, understandings, and attitudes of certain groups of young Americans, it provides the educational community and the lay public with information about:

(1) selected aspects of educational attainment of young Americans in certain subject areas, and

(2) any growth or decline in these educational attainments of young Americans over the years.

Four age groups are assessed: 9-year-olds, 13-year-olds, 17-year-olds, and young adults (ages 26-35).

Assessment in the first 6 years of the project included 10 subject areas: citizenship, science, writing, music, mathematics, literature, social studies, reading, art, and career and occupational development. Each year two subject areas were assessed, and each area was to be repeated in a 5-year cycle. However, some of these areas have now been combined, and the current annual plan is to assess one subject area and to conduct a special probe on a timely educational topic. The assessments planned for the next several years are:

FY	Main assessment	Special probe
76	Citizenship (Cycle 2)	Basic Math
77	Science (Cycle 3)	Pilot Study for Development of the Index of Basic Skills
78	Mathematics (Cycle 2)	Writing Mechanics
79	Humanities (Art, Music and Literature)	Index of Basic Skills
80	Reading (Cycle 3)	Unspecified Special Probes
81	Citizenship (Cycle 3)	Basic Math

The objectives and the questions or tasks, called "exercises," are developed specifically for this project by NAEP staff, assisted by advisory groups of subject-matter specialists, school teachers, students, and lay people.

Assessment results are reported for each age nationally, and by geographic region, size and type of community, sex, race, and parental level of education. The data highlight categories of students whose performance in a given subject field meets or falls short of national expectations, and reveals strengths and weaknesses within each subject field to assist educational policy planners, and curriculum developers. Thus far, baseline data have been collected in 10 subject areas of assessment and a second round of data in science, writing, and reading has been collected.

The idea of national assessment was conceived by Francis Keppel, John Gardner, and others in response to concerns about whether the needs of education in the country were being met. Planning for the project was initiated in 1964, and exercises were administered to samples of the population in the first subject areas in spring 1969.

3.9. **Project**: National Assessment of Educational Progress–Continued

During its initial period, the project was funded by the Carnegie Corporation and the Ford Foundation, but it is now supported entirely by the National Center for Education Statistics, Office of Assistant Secretary for Education. In 1969, the Education Commission of the States assumed policy and administrative responsibility for the project. The National Assessment staff within the Commission carries out technical work assisted by contractors and various advisory groups. Major subcontractors for data collection and scoring include the Research Triangle Institute of North Carolina and Measurement Research Center of Iowa City, Iowa.

Purpose and Uses

The ultimate goal of this project is to provide information that can be used to understand the educational process and to improve education at all levels. While the full potential of this information is currently being studied, we have already seen some significant applications of the assessment's efforts. Several States have adopted the assessment model and technology for conducting State assessments, and some school systems are making intensive efforts to revise curricula in terms of the objectives for the various subject areas defined by the project.

Publications

1969-70. Year 01 Assessment

Science: National Results. S/N 1780-0728. $1.75

Science Summary. S/N 1780-0724 35¢

Science Observations and Commentary. S/N 1780-0729 50¢

Science: Group Results A by sex, region and size of community. S/N 1780-0843 $1.00

Science: Group Results B by color, parental education, size and type of community. S/N 1780-01193 $2.60

Citizenship: National Results. S/N 1780-0747 $1.70

Citizenship: Group Results A by sex, region and size of community. S/N 1780-0857 $1.25

Citizenship: Group Results B by color, parental education, size and type of community. S/N 1780-01121 $2.85

Writing: National Results. S/N 1780-0746 $1.50

Writing: Group Results A by sex, region and size of community. S/N 1780-0853 $1.25

Writing Mechanics. S/N 1780-1004 $1.75

Writing: Selected Essays and Letters. S/N 1780-01145 $8.65

Writing: Group Results by color, parental education, size and type of community, sex and region for objectively scored exercises. S/N 1780-01194 $1.25

3.9 **Project**: National Assessment of Educational Progress–Continued

1970-71, Year 02 Assessment

General Information Yearbook. S/N 1780-01133 $1.55

Reading. Understanding Words and Word Relationships. S/N 1780-01188 $1.45

Reading. Graphic Materials. S/N 1780-01198 $2.60

Reading. Written Directions. S/N 1780-01187 $2.10

Reading. Reference Materials. S/N 1780-01209 $2.15

Reading. Gleaning Significant Facts from Passages. S/N 1780-01192 $2.60

Reading. Main ideas and Organization. S/N 1780-01205 $2.10

Reading. Drawing Inferences. S/N 1780-01239 $2.55

Reading. Critical Reading. S/N 1780-01196 $2.35

Reading. Reading Rate and Comprehension. S/N 1780-01132 $2.60

Reading Digest. S/N 1780-01285 $1.00

Reading. Released Exercises. S/N 1780-01210 $4.10

Reading. Summary Data. S/N 1780-01325 70¢

Literature. Understanding Imaginative Languages. S/N 1780-01165 $2.65

Literature. Responding to Literature. S/N 1780-01163 $2.85

Literature. Recognizing Literary Works and Characters. S/N 1780-01164 $2.60

Literature. A Survey of Reading Habits. S/N 1780-01195 $2.85

Literature. Released Exercises. S/N 1780-01184 $3.45

Literature. Summary Data. S/N 1780-01207 $1.30

1971-72, Year 03 Assessment

Social Studies. Political Knowledge and Attitudes. S/N 1780-01278 $1.05

Social Studies. Contemporary Social Issues. S/N 1780-01336 65¢

The First Social Studies Assessment: An Overview. S/N 1780-01298 90¢

3.9 **Project**: National Assessment of Educational Progress–Continued

Social Studies Technical Report: Exercise Volume. S/N 1780-01486-6 $8.95

Social Studies Technical Report: Summary Volume. S/N 017-080-01485-8 $1.90

Assessment and Social Studies Education. S/N 017-080-[illegible]44-1 $1.90

The First National Assessment of Musical Performance. S/N 1780-01297 55¢

A Perspective on the First Music Assessment. S/N 1780-01302 45¢

An Assessment of Attitudes Toward Music. S/N 1780-01355 85¢

The First Music Asse[illegible] Overview. S/N 1780-01340 60¢

Music Technical Report: Exercise Volume. S/N 017-080-01487-4 $10.10

Music Technical Report: Summary Volume. S/N 017-080-01483-1 $2.10

1972-73, Year 04 Assessment

General Information Yearbook. S/N 1780-01363 $1.20

Math Fundamentals: Selected Results from the First National Assessment of Mathematics. S/N 1780-01376 $1.10

Consumer Math: Selected Results from the First National Assessment of Mathematics. S/N 017-080-01428-9 $1.05

The First National Assessment of Mathematics: An Overview. S/N 017-080-01482-3 $1.25

Selected Results from the National Assessments of Science: Energy Questions. S/N 1780-01401 75¢

Selected Results from the National Assessments of Science: Scientific Principles and Procedures. S/N 017-080-01439-4 $1.25

Selected Results from the National Assessments of Science: Attitude Questions. S/N 017-080-01480-7 $1.45

National Assessments of Science, 1969-1973: A Capsule Description of Changes in Science Achievement. S/N 1780-01383 75¢

Changes in Science Performance, 1969-1973: Exercise Volume. (Available early 1976)

1973-74, 05 Assessment

Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.S/N 017-080-01854-3 $1.30

Project Officer: Francis V. Corrigan

3.9 **Project**: National Assessment of Educational Progress–Continued

NOTE: A fuller listing and other materials concerning the National Assessment of Educational Progress (NAEP), such as tapes, demonstration packages, test objectives, monographs, and reprints of journal articles, may be obtained from the National Assessment of Educational Progress, Education Commission of the States, 1860 Lincoln Street, Suite 700, Denver, Colorado 80203.

Chapter 4

ADULT AND OCCUPATIONAL EDUCATION SURVEYS

Until recently, few statistics have been available on adult and occupational education. A body of quantified information is now being organized in response to the increasing attention paid by policymakers to the needs of career and continuing education.

The adult-education surveys described in the project summaries cover diverse target groups. A comprehensive picture of individual involvement is provided by the survey of Participation in Adult Education, based upon the nationally representative sample used for the Current Population Survey. A series of surveys thoroughly investigate sponsors of adult-education activities including public school systems, colleges and universities, and community organizations.

The occupational-education surveys summarized in the project descriptions study the participants in career-education programs and the institutions which offer this training. Students at both the secondary and postsecondary levels are surveyed to ascertain their socioeconomic characteristics, their motivations for entering training, and their plans for the future. Schools which offer career training are identified and a directory of institutions at the postsecondary level is published.

4.1. **Project**: Adult Basic Education Program Statistics (annual)

Description

Statistics submitted by the States reporting on the use made of Federal funding to the Bureau of Occupational and Adult Education of the U.S. Office of Education are used to prepare an annual publication reporting summaries of adult basic education student enrollments, levels of training offered, course completions, and characteristics of students (age, sex, race, ethnic group). Data are also presented on numbers of teachers, counselors, and other staff involved; student-teacher ratios; and inservice training programs offered. Class locations, length of courses, and selected financial statistics also are summarized. Presentations are by State and region.

Purpose and Uses

These statistics provide State planners with comparative statistics useful in program development and evaluation.

Data on basic education are of prime interest to program administrators and legislative planners. The publication provides a national summary of programs in adult basic education developed under Public Law 89-750. Also, Federal planners may assess the extent to which our national commitment to "Right To Read" is being met at the adult level.

Publications

Continuing Education: Adult Basic Education Program Statistics; Student and Staff Data, July 1, 1969-June 30, 1970
(HE 5.213:13037-70) 60¢

Continuing Education: Adult Basic Education Program Statistics; Student and Staff Data, July 1, 1971-June 30, 1972; and Selected Summary of Fiscal Years 1968-72
(OE-74-11413) 70¢

Continuing Education: Adult Basic and Secondary Level Program Statistics; Student and Staff Data, July 1, 1972-June 30, 1973; and Selected Summary of Fiscal Years 1969-73
(NCES 75-167) $1.45

Project Monitor: Ruth Boaz

4.2. **Project**: Adult Education in Public Education Systems (triennial)

Description

This project secures information on the scope of adult education in public secondary schools, technical schools, 2-year colleges, and agencies. Data collected describe the extent of public school and public agency sponsorship and cosponsorship of adult education, the types of programs and activities offered, and numbers of students and teachers involved.

Data are provided by State departments of education.

Purpose and Uses

With some 32 Federal adult education programs currently being implemented wholly or in part through the public education systems, data on the impact of these programs on the States are used to facilitate coordination and planning. Patterns of organization for adult education vary among the States, and this survey details methods used for implementation of adult education programs. The survey emphasizes several new and important aspects of education: education of adults for careers and for life; the expanding role of the public secondary school; and the community service role of the 2-year public college.

Most Federal programing in adult education has focused on basic education. This survey provides, for the first time, national data on the entire adult education program—in public schools, 2-year colleges, and State agencies—that can be analyzed to help resolve some of the most pressing problems facing adult education.

Publication

Continuing Education: Adult Education in the Public Education System, Basic Data. 1968-69 and 1969-70 (OE-74-165 S/N 1780-01323) $1.50

Project Monitor: Ruth Boaz

4.3. **Project**: Adult and Continuing Education in Institutions of Higher Education

Description

A survey of adult and continuing education course offerings in colleges and universities is integrated into the total HEGIS package. This survey seeks information on noncredit and credit courses taken by adults part time, including curriculum, sponsoring unit or college on the campus, professional refresher and community development activities, and method of instruction (class, workshop, educational TV, etc.).

Purpose and Uses

Statistics on higher adult education—a significant activity of colleges and universities, involving over 5.7 million registrants in noncredit programs alone—are needed in developing the community service role of all colleges and universities, and particularly the mission of the community college.

Information on college and university contributions to community development, professional and occupational retraining, and personal improvement activities that take place outside the regular degree program is becoming increasingly important to the Office of Education, the States, and institutions of higher education in planning educational programs. These statistics are of special importance for the new careers program of the Office of Education.

Publications

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Institutional Distribution
(HE 5.213:13036) 40¢

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Registrations
(HE 5.213:13036-68) 50¢

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Professional and Occupational Refresher Activities
(OE-73-11405) 95¢

Project Director: Florence Demp

4.4. **Project**: Adult Education in Community Organizations (triennial)

Description

This project surveys the extent to which nonprofit private community organizations (health, service, welfare, civic, religious, etc.) offer adult and continuing education activities. The survey determines the extent and type of adult education courses and activities offered by these organizations as well as financial arrangements, enrollments, and characteristics of students and staff.

Purpose and Uses

In planning its adult education programs, the Office of Education needs information provided by this survey about the 1.75 million people who participate in adult education activities offered by community organizations and about the contribution of community agencies to meeting pressing needs, both of career and total life style. Similarly, many educational institutions can use these data in developing their own community-oriented programs.

Publication

Continuing Education: Adult Education in Community Organizations, 1972
(75-161) $1.25

Project Monitor: Evelyn R. Kay

4.5. **Project**: Participation in Adult Education (triennial)

Description

This project provides base data on the extent to which individuals participate in adult and continuing education activities. It differs from other surveys of adult education which obtain data from sources sponsoring adult education activities and provide partly duplicated counts of participants.

Data are collected in two phases as part of the Current Population Survey conducted by the Bureau of the Census. The first phase identifies whether or not the person took part in adult education and obtains information on age, sex, and race of participants. The second provides information on types of courses taken, types of institutions or agencies offering courses, and reasons for taking courses. These adult-education data are related to socioeconomic and demographic information collected at the same time by the Bureau of the Census.

Purpose and Uses

The survey provides a broad picture of educational activity outside the "regular" school system, reporting on adult education as used for career development, civic betterment, and self-improvement.

Information from this study is of particular interest to the National Advisory Council on Adult Education as a guide in recommending national policy.

Publications

Participation in Adult Education, 1969 Initial Report
(OE-72-1)

Participation in Adult Education, 1969 Final Report
(OE 75-165)

Participation in Adult Education, 1972

Participation in Adult Education, 1975 (in process)

Tapes

Participation in Adult Education, 1972

4.6 **Project**: Occupational Education Directories (biennial)

Description

Directories of secondary and postsecondary institutions offering occupational education programs have been developed. These directories parallel existing NCES directories of elementary and secondary schools and colleges and universities, and include both public and private institutions. Information on individual institutions includes identifying data, enrollments, occupational programs offered, and other general information. Specific accreditation data are shown for postsecondary institutions.

Purpose and Uses

The directories respond to the growing demand that NCES provide more information on career education. The development of statewide planning commissions for postsecondary education mandates the development of better information on the total universe of these institutions.

Before they were developed, the only available sources of information on schools were membership lists of various associations, directories put out by only a few of the States, and several commercially developed but often incomplete listings. The irregular publication dates of these directories and their lack of comparability handicapped guidance counselors, legislative planners, and manpower experts who needed these data.

In addition to their other objectives, these directories provide a universe of universes of institutions, useful when drawing samples for studies designed to answer some of the most pressing problems facing occupational education.

Publications

Directory of Secondary Schools with Occupational Curriculum, 1971
(OE-73-11409) $4.20

Directory of Postsecondary Schools with Occupational Programs, 1971
(HE 5.96/2:971) $3.95

Directory of Postsecondary Schools with Occupational Programs, 1973
(NCES 76-162)

Directory of Postsecondary Schools with Occupational Programs, 1975

Tapes

Directory of Secondary Schools with Occupational Curriculums, Public-Nonpublic, 1971

Directory of Postsecondary Schools with Occupational Programs, Public and Private, 1971 and 1973

4.7. **Project**: Programs and Enrollments in Noncollegiate Postsecondary Schools

Description

This project surveys a sample of public and private postsecondary schools to develop national estimates of their programs, enrollments, staff, and other characteristics. Schools included in the survey come from the Postsecondary Occupational Education Directory developed by NCES. Institutions include business, vocational, trade, flight, beauty, barber, hospital, technical, and correspondence schools. Excluded are colleges and universities for which data are gathered through the HEGIS system.

Each school is asked to report, for each program, on total enrollment during the last 12 months, completions, length of program (in hours), total charges to a student, and outside financial resources used by institution (such as special funding for manpower development programs). Data are collected also on sex, age, and race/ethnic backgrounds of students and on the numbers and functions of staff members.

Purpose and Uses

A major purpose of this survey is to obtain information which may be used by Federal officials planning the implementation of the Education Amendments of 1972. Data on length of program, cost to the student, sex, age, and race/ethnic background will be used in drawing up standards for administering the Basic Education Opportunity Grant program. Information on the programs and enrollments is used by the newly authorized State planning commissions composed of representatives of both colleges and universities and other postsecondary schools.

An additional role for this survey is providing a data base on enrollments and completions by programs to aid in studying the relationship between supply of and demand for trained persons. Little concrete information has been available on the training output provided by private postsecondary noncollegiate institutions.

Publications

Occupational Education: Surveys of Programs and Enrollments in Noncollegiate Postsecondary Schools, 1973, 1975 (in process)

Project Officer: Evelyn Kay

4.8. **Project**: Analysis of Schools Offering Occupational Training

Description

This publication describes the 17,460 secondary and 11,731 postsecondary schools with occupational programs. Included is a summary of their programs, year of founding, control, and accreditation.

Information from this publication came from the project which collected data about schools offering career training. As some of this information did not lend itself to the format for a directory and as many requests asked for further analysis of information on these schools, this publication was developed.

Purpose and Uses

This publication was developed to provide information for those concerned with the field of career education, to show the numbers and types of institutions offering vocational training. It is intended also to facilitate educational planning at both the Federal and State levels by providing information on the number of opportunities for career-related training.

Publication

Schools for Careers: An Analysis of Occupational Courses Offered by Secondary and Postsecondary Schools, 1971 (NCES 75-160) $2.00

Project Officer: Robert Calvert

4.9. **Project**: College and University Degree Programs for Training of Adult Educators

Description

Institutions of higher education were surveyed to identify those offering training to persons wishing to work as professional adult educators. A longer form was sent to these institutions to learn the types of training offered, the levels of that training, enrollments and trends over the years, and main emphases in instruction.

Purpose and Uses

This listing of institutions is designed to aid Federal planners administering programs providing financial support for preparation of adult education teachers. It will, in addition, help individuals interested in learning what opportunities for advanced training exist. Because it provides a body of both current and historical data, the report provides institutions with the basis for comparing their activities with other schools engaged in similar programs.

Publication

College and University Degree Programs for the Preparation of Professional Adult Educators, 1970-71 (OE-74-11423) $1.15

Project Officer: Robert Calvert

4.10. **Project**: Vocational Education: Statistics Available in Federal Agencies

Description

A survey of Federal agencies presents data on the types of vocational education data they gather and maintain. The resulting publication refers the user to sources where specific data may be obtained, rather than presenting statistical information, and provides access to information on vocational education students, teachers, administrators, programs, finances, and facilities.

Purpose and Uses

This project was conducted at the specific request of the Federal Interagency Committee on Education to provide an inventory, and increase the accessibility, of vocational-education statistics available within Federal agencies.

Publication

Inventory of Vocational Education Statistics Available in Federal Agencies
(HE 5.280:80069) 65¢

Project Officer: Evelyn Kay

4.11. **Project**: Occupational Education: Teacher and Student Characteristics (triennial)

Description

A sample survey of teachers and students involved in vocational education at secondary and postsecondary levels is used to study such factors as student background and family characteristics, part-time and full-time employment held by students, their vocational education courses of study, their plans for future study and employment, and the professional qualifications and teaching experience of staff members.

Purpose and Uses

The National Advisory Council on Vocational Education has expressed particular need for data describing those involved in vocational education in determining whether vocational-education programs serve various special groups. Data on the characteristics of vocational-education teachers and students are used by the Federal and State Governments in planning and administering the Vocational Education Amendments of 1968 to help insure that vocational education reaches those with the greatest need. The White House Task Force on Vocational Education utilized data from this survey to help document its findings.

Baseline statistics and trend data on age, race, education, and family socioeconomic status of students enrolled in vocational education are used to analyze the twin problems of racial discrimination and poverty. Although persons with special needs (disadvantaged and handicapped) are intended to receive preferential treatment, few data exist to document the extent to which they participate in organized programs of vocational education.

Data on vocational-education teachers provide a picture of their qualifications (both education and work experience) and give a basis for projecting replacement needs.

Publications

Occupational Education: Characteristics of Teachers and Students, 1969
(HE 5.280:80073) 75¢

Occupational Education: Characteristics of Students and Staff, 1972
(74-169 S/N 1780-01322) $2.50

Occupational Education: Characteristics of Students in Private Noncollegiate Postsecondary Schools, 1975
(in process)

"Characteristics of Vocational Education Teachers and Students, 1969"
NCES Management Bulletin #10, August 9, 1971

Tapes

Characteristics of Vocational Teachers and Students, 1972

Project Officer: Evelyn Kay

Chapter 5

HIGHER EDUCATION

5.1 Higher Education General Information Survey (HEGIS)

The Higher Education General Information Survey (HEGIS), established in 1966-67, goes annually to each institution of higher education in the United States. It acquires data on the characteristics of the institutions, the number and the characteristics of the faculty and students, degrees conferred, the status and operations of the fiscal structure, and the characteristics and quantities of their tangible and intangible properties. These data are made available, through publications and other means, to the higher education community both within the Federal establishment and elsewhere.

Thirty-five States and the District of Columbia cooperate with the Federal Government in the administration and utilization of this survey and the data acquired. This cooperation ranges from complete administration of the survey within the State, including mailing, receipt, followup, and processing, to merely lending the State's authority and good offices. In all these States, the survey data are utilized for State administration and planning; in many States, there is a formal publication program. A number of professional, research, and accrediting associations also utilize the HEGIS questionnaires for their own data-acquisition programs.

A second but equally important purpose of HEGIS is to develop and promulgate consistent, compatible, and universally accepted categories and definitions of statistical quantities in higher education. The cooperation of the 35 States is directed to this end, as is the utilization of the survey by other agencies. In addition, NCES has an organized program of data manuals which set forth standard categories, definitions, and record systems. This activity, currently being carried on in cooperation with the National Center for Higher Education Management Systems at the Western Interstate Commission on Higher Education, has already produced manuals on the inventorying of physical facilities, instructional programs, and higher education finance. In process is a manual for budgeting and accounting for manpower resources in postsecondary education.

The ultimate goal of HEGIS, as it becomes increasingly a complete information system of which the survey activity is only one part, is to operate a survey in which the responses from the total higher education community are contained in 51 reels of computer tape (the 50 States and D.C.), for which data and tapes are totally consistent in content and format so that national tabulations may be produced in a routine, but timely, fashion.

Individual surveys comprising HEGIS are described in the section that follows.

5.1.1. **Project:** Opening Fall Enrollment (annual)

Description

This survey has been conducted for almost 30 years and was incorporated into HEGIS in 1966. In 1969 and 1970 it consisted of an early report by the institutions entitled *Opening Fall Enrollment–Basic*, which was an estimate made by the institutions before their enrollments were final in order to obtain early counts of students. This was followed by a more complete *Opening Fall Enrollment–Supplement*, which was based upon final enrollment. In earlier years, these reports were called *Opening Fall Enrollment* and *Comprehensive Report on Enrollment*. In 1971 and 1972, only the more detailed questionnaire was used. In 1973, separate line items for extension students were eliminated, thereby reducing the questionnaire to about half its former size. The identical questionnaire was again used in 1974, but for fall 1975 two columns requesting data on credit hours were added.

This survey obtains counts of total enrollments; enrollments by class level, sex, and attendance status (full-time vs. part-time); and enrollments of first-time students. All of these data are acquired in terms of head counts and full-time equivalents.

Purpose and Uses

As the only authoritative national count of the numbers of students enrolled in institutions of higher education, the report provides the most complete coverage of institutions or of categories of students available for use in planning, formulation of policy, and development of projections in the field of higher education. To this end, data are aggregated by level and control of institution, and by State.

Publications

Fall Enrollment in Higher Education, 1970– Supplementary Information: Institutional Data
(HE 5.154:54051-70) $1.25

Fall Enrollment in Higher Education, 1970–Supplementary Information: Summary Data
(HE 5.254:54052) $2.00

Fall Enrollment in Higher Education, 1971
(OE 11414 S/N 1780-01227) $5.00

Fall Enrollment in Higher Education, 1972
(75-121) $7.80

"Opening Fall Enrollment in Higher Education, 1973 (Preliminary Estimates)"
NCES Management Bulletin #16, June 14, 1974

Opening Fall Enrollment in Higher Education, 1973
(75-122)

Opening Fall Enrollment in Higher Education, 1974–Basic Tables
(To GPO O/A 8/8/75)

5.1.1. **Project**: Opening Fall Enrollment (annual)–Continued

Tapes

HEGIS Opening Fall Enrollment

(Total enrollment, enrollment by class level, sex, full-time or part-time or part-time. and number of first-time students) 1969-70 through 1974-75

Survey Director: George H. Wade

5.1.2. **Project**: Financial Statistics of Institutions of Higher Education (annual)

Description

This survey of institutions of higher education acquires data on: current-funds revenues and expenditures; physical plant assets; indebtedness on physical plant; and endowment. A special section acquires a variety of financial data from public institutions for use by the Department of Commerce's Bureau of Census. This survey composition has remained relatively constant since 1970.

In 1975, the survey began acquiring additional data on transfers from current funds and on changes in fund balances during the fiscal year. The 1975 survey uses terms and definitions consistent with three nationally recognized publications of financial reporting standards. These publications are: *College and University Business Administration–Administrative Service* (published by the National Association of College and University Business Officers in 1974); *Audits of Colleges and Universities* (as amended August 31, 1974, by the American Institute of Certified Public Accountants); and *Higher Education Finance Manual, 1975* (National Center for Education Statistics). Acquired data are tabulated by source of income, function of expenditures, type of asset, et al., and cross-tabulated by control (public or private) and level (2-year, 4-year, or university) of institution, and by State.

Purpose and Uses

To develop realistic plans for future operations of colleges and universities, it is necessary to have some information about emerging trends in higher education finances. Financial data from institutions of higher education–especially data on revenues and expenditures–provide the major backup information.

These data are frequently used to provide perspective on current issues. For example, the financial crisis in private institutions is being evaluated through data acquired on their finances over the years by HEGIS. They are used also for planning and management purposes by more than 30 States that have come to depend upon HEGIS and its annual operation. Many States publish HEGIS data as their own (e.g., New York, Pennsylvania, California, Illinois, Michigan, Minnesota, Missouri).

Publications

Financial Statistics of Institutions of Higher Education: Current Funds Revenues and Expenditures, 1971-72
(NCES 75-113) $2.00

Financial Statistics of Institutions of Higher Education: Property, 1970-71 and 1971-72
(NCES 75-114) $2.85

Tapes

1969 through 1973

HEGIS, Finance
(Current-funds revenues and expenditures; physical plant assets; indebtedness on physical plant; and endowment)

Survey Director: Paul F. Mertins

Associate Survey Director: Norman J. Brandt

5.1.3. **Project**: Institutional Characteristics of Colleges and Universities (annual)

Description

This annual survey of all institutions of higher education obtains current information on such characteristics as type and control of institution, level of offering, type of program, accreditation, calendar system, basic student charges (including tuition, required fees, room, and board), names of principal officers, organizational relationships, location, telephone number, congressional district, etc. Data received are edited and entered on the Higher Education Survey Control File. These data establish the higher education universe for all surveys of higher education conducted by the Education Division and are made available to the public.

Purpose and Uses

This survey acquires the data necessary to establish institutional eligibility for participation in certain Federal programs and is conducted cooperatively with the Bureau of Postsecondary Education, U.S. Office of Education. Some examples of the mandated uses to which these data are put follow:

Under Army Regulation 635-200, a man may be considered for early release from his military obligation in order to attend college if he is planning to enroll in an institution eligible for listing in the Higher Education Directory, a major publication resulting from this survey.

The Immigration and Naturalization Service will issue a student visa to a foreign student if he indicates that he plans to attend an institution listed in the Directory (Immigration and Naturalization Act of 1962).

The code of the Federal Interagency Committee on Education, which identifies all institutions of higher education in a uniform and consistent manner, is kept up to date and made available to Federal agencies interested in higher education by means of the Directory. This code is also used by all of the 50 States and D.C. and is one of the basic control tools in the OE-funded National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education.

Publications

Education Directory, 1974-75: Higher Education
(NCES 75-119) $6.45

Institutions of Higher Education Index by State and Congressional District, 1974-75
(NCES 75-120)

Basic Student Charges of Institutions of Higher Education, Academic Years 1972-73 and 1973-74
(NCES 76-128)

Tapes

Available for 1969-70 through 1974-75

HEGIS, Institutional Characteristics

(Name, address, telephone number, congressional district, type of control, level of offering, type of program, accreditation, names of principal officers, and previous year's enrollment) 1966-67 through 1975-76

5.1.3. **Project**: Institutional Characteristics of Colleges and Universities (annual)–Continued

(Basic student charges) 1972-73 through 1975-76

Survey Director: Arthur Podolsky
Associate Survey Director: Carolyn R. Smith

5.1.4. **Project**: Upper Division and Postbaccalaureate Enrollment (annual)

Description

Data are being collected on the numbers of juniors and seniors in various discipline specialties. In the same survey instrument is the former annual survey of Students Enrolled for Advanced Degrees. Enrollments are classified by discipline specialty, full- or part-time attendance status, and sex. There are tables summarizing these enrollments by State or other area, in addition to the institutional listings. Enrollments for advanced degrees are broken into two major categories: students in the first year, and students beyond the first year of graduate work.

Purpose and Uses

The data resulting from these surveys serve two major uses: 1) to aid in manpower planning by providing data on labor-market entrants in the short term; 2) to enable institutions to identify current trends in upper division and advanced enrollments.

Publications

Students Enrolled for Advanced Degrees, Fall 1971
(OE-74-11426) $5.85

Students Enrolled for Advanced Degrees, Fall 1972
(Currently at the printers)

Tapes

HEGIS, Students Enrolled for Advanced Degrees

(Number of students by discipline specialty, level of study, attendance status, State or other area, institution and sex) 1971-72 through 1973-74 (2 reels)

Survey Director: Curtis O. Baker

5.1.5. **Project**: Degrees and Other Formal Awards Conferred (annual)

Description

This survey collects data on earned degrees and awards in institutions of higher education, including conferrals in 1- and 2-year sub-baccalaureate programs and in programs for bachelor's, first-professional, master's and doctoral degrees. Data published on bachelor's and higher degrees show numbers of degrees at each level by discipline specialty and name of institution; degrees in each discipline specialty are aggregated by sex of student, level of degree, type and control of institution, and State or other area. Similar data are published separately for associate degrees and other awards below the baccalaureate, with emphasis on specific occupational curriculums.

Purpose and Uses

This survey results in the only authoritative national report of the principal output of institutions of higher education. The data are useful at both the State and national levels for manpower planning, and at the institutional level to determine current trends by discipline.

Publications

Earned Degrees Conferred, 1970-71, HEGIS VII
(OE-73-11412) $6.25

Earned Degrees Conferred, 1971-72, HEGIS VIII
(currently at the GPO)

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1970-71
(OE-74-114118) $4.75

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1971-72
(currently at the GPO)

Tapes

HEGIS, Earned Degrees Conferred

(Earned degrees by State, type and control of institution, sex of student, level of award, and discipline specialty) 1969-70 through 1973-74

Survey Director: Curtis O. Baker
Associate Survey Director: Agnes O. Wells

60

5.1.6. **Project**: Employees in Higher Education (salaries and fringe benefits surveyed annually; manpower, biennially)

Description

A part of the Higher Education General Information Survey (HEGIS), these surveys obtain data on the numbers of professional employees by occupational activity and program function; numbers of nonprofessional employees; salaries of selected administrators, and of instructional faculty; and fringe benefits of instructional faculty. The data are tabulated by administrative title, academic rank, length of contract, institutional control and level, size of institution, State, region, and sex.

Purpose and Uses

As the basic manpower data in higher education, these data have been used by: the Carnegie Commission on Higher Education to determine the relative efficiency of institutions; the National Science Foundation to plan year-to-year its College Teacher Program; the Bureau of Educational Personnel Development in preparing its legally required annual report; the State of Virginia (as required by Virginia statute) to set salaries of faculty in Virginia institutions; and the National Center for Higher Education Management Systems at the Western Interstate Commission on Higher Education to develop its Staff Data Element Dictionary.

These data are available from no other governmental source. The American Association of University Professors surveys faculty salaries on an annual basis, and the College and University Personnel Association surveys administrators' salaries on a biennial basis. The coverage of the higher education universe in these surveys is not as extensive as in the HEGIS surveys.

More than 30 States use these data for their own planning and management purposes. Many States publish HEGIS data as their own (e.g., New York, Pennsylvania, California, Illinois, Michigan, Minnesota, Missouri).

Publications

Higher Education Salaries and Fringe Benefits, 1971-72 and 1973-73 (in process)

Numbers of Employees in Institutions of Higher Education, Fall 1972 (in process)

Faculty Salaries and Fringe Benefits in Institutions of Higher Education, 1974-75 (in process)

Teaching & Research Staff by Academic Field in Institutions of Higher Education, Fall 1968
(HE 5.253:53001) 50¢

"Preliminary Estimates of 1972-73 Full-time Instructional Faculty in Institutions of Higher Education (Women on College Faculties Make Limited Gains Over 10-Year Span)"
NCES Management Bulletin #14, March 1, 1973

(*See also:* chapter 8, 8.3)

Tapes

Available for 1971 (salaries only) and 1972 (salaries and number and characteristics)

Survey Director: Richard M. Beazley

5.1.7. **Project**: College and University Physical Facilities

Description

This survey obtains information on the numbers of square feet of physical-plant space available for each institution. Assignable space is classified by type of room, function of room, organizational unit to which assigned, and instructional program in which utilized, although not all of the classifications are included in each year's survey. These data are tabulated by type and level of institution, institutional control, size of institution, and State. The survey complies with the definitions in the *Higher Education Facilities Inventory and Classification Manual, 1973.*

In 1970, progress in Federal-State relations and cooperation was reflected in development of a new system in which each State acquires, edits, and transmits these data to HEW.

Purpose and Uses

Many Federal agencies are engaged in projects related to higher education physical facilities. The Public Health Service uses that part of these data referring to health-related practice and instructional facilities. Housing and Urban Development uses the part related to college and university housing to plan and evaluate its overall program in this area and, administratively, for the review of plans and proposals for specific projects. The Higher Education Construction Support Task Force used these data to discover and evaluate the impact of the Higher Education Facilities Act.

Every State has been persuaded to install this inventory system. The survey sustains interest and effort, and yields better planning on the State level.

Publications

Inventory of Physical Facilities in Institutions of Higher Education: Fall 1971
(OE-73-11401) 80¢

Inventory of Physical Facilities in Institutions of Higher Education: Fall 1970
(75-106) $3.30

Higher Education Facilities Inventory and Classification Manual 1973
(OE 74-11424) $1.95

Tapes

HEGIS, Facilities

(Numbers of square feet of physical-plant space, classified by type of room, function of room, organizational unit to which assigned, and instructional program in which utilized) fall 1971 (1974 in process)

5.1.8. **Project**: Residence and Migration of College Students (irregular)

Description

This is an enrollment survey of college students by State of residence. It has most recently been conducted in 1958, 1963, 1968, and 1975. Students are surveyed by State, sex, class level, and whether first-time entering freshmen or transfer students. Data are tabulated by institution, level and control of institution, and State.

In 1972, an abbreviated study was conducted, which collected simple residence information (whether in-State, out-of-State, or foreign) for all resident bachelor's degree-credit or higher-level students. No data were published for this survey in printed form.

Purpose and Uses

The States are greatly interested in these data, especially those States which spend large sums for public higher education. Previous to this publication, the National Center for Education Statistics had many insistent requests for advance data from such places as the States of Pennsylvania, California, Illinois, and Michigan; the Southern Education Board; the New England Board of Higher Education; and the Midwest Advisory Commission on Higher Education.

The Federal Government, which is considering a variety of ways to help higher education and students, must consider data on migration in deciding whether to provide aid to the State, the institution, or to the student directly.

Publications

Residence and Migration of College Students, Fall 1969: Basic State-to-State Matrix Tables
(HE 5.254:54033-68) $2.50

Residence and Migration of College Students, Fall 1969: Analytic Report
(HE 5.254:54049) $1.00

"Residence and Migration of College Students"
NCES Management Bulletin #4, April 16, 1970

Tapes

HEGIS, Student Residence and Migration

(Students surveyed by sex, attendance status, and class level and by whether in-State, out-of-State, or foreign) fall 1972

5.2. **Project**: Longitudinal Study of Educational Effects

Description

The National Center for Education Statistics is undertaking a long-range survey program for developing consistent, comprehensive historical records for samples of students as they move from our Nation's schools and into early adult life. The cumulative historical account for each individual sampled will consist of a wide variety of information, including home and family background data, educational attainment, work histories, activity status, and achievement data; data on attitudes, aspirations, and other personal-social areas; data descriptive of the educational process (teachers, school policies and programs, etc.); peer-group data; and, as appropriate, early postschool experiences.

Two components of this study are underway:

(1) *National Longitudinal Study of the High School Class of 1972*

In 1972, data collection began for the first phase of a National Longitudinal Study (NLS), involving some 22,000 high school seniors from more than 1,200 high schools across the country. In addition, data were collected from about 1,800 staff members who counseled the 12th-grade students. The general purpose of that effort is to determine what happens to young people with regard to further training or education, and their ultimate place in the Nation's labor force, as a consequence of what personal, familial, economic, societal, cultural, and educational factors. A basic objective is to obtain data relevant to examining conditions and situations with implications for Federal policy on education and training, though secondary objectives include the expansion of general knowledge concerning development over the late adolescent and early adult years. Followup data were collected from this cohort in the fall and winter of 1973-74 and 1974-75 through a combined mail-out and enumeration-type survey.

Additional followup data will be requested from these young adults at intervals over a projected total period of 6 to 8 years. Thus, the study will make repeated observations of the same individuals over the period when their career paths begin to emerge. By examining the relationships between their schooling and other experiences and subsequent choices and progress, we hope to provide valuable information for planners, policymakers, and educational researchers to use in improving the educational system by making it more responsive to students and their needs, enhancing educational opportunity and achievement, and upgrading occupational attainment.

Project Officers: Kenneth Tabler – First Followup
Elmer Collins - Second Followup

(2) *National Longitudinal Study of the High School Class of 1978*

Description

Planning and design activities have been initiated for a longitudinal study of the class of 1978. The major dffference between this and the class of 1972 study will be the inclusion of youngsters who drop out of high school. The following objectives are being considered in the examination of various design alternatives:

(a) The determination of institutional, personal, and societal factors associated with the termination of regular education prior to high school graduation.

(b) The determination of the later consequences for young people who drop out of high school.

(c) The verification of, through replication of the NLS class of 1972 study, the educational, personal, and societal factors that explain the occupational-vocational and educational patterns of the new cohort.

5.2. **Project**: Longitudinal Study of Educational Effects–Continued

(d) The determination of changes in the relative importance of educational, family, and personal background factors in explaining subsequent educational and occupational development between the two cohorts, particularly as these may relate to changes, over the 6-year span, in such matters as Federal policy, the economic situation and the employment market, the educational climate of the schools, and technological advances.

(e) The gathering of relevant information to examine hypotheses suggested by the earlier study.

Purpose and Uses

The technical virtues of the longitudinal design flow directly out of the feature that the same group of individuals are followed over a period of time. This enables one to relate various outcomes (such as postsecondary education, early vocational experiences, and social development) to earlier achievement levels, aspirations, attitudes, and intervening educational variables. The longitudinal study represents a combined initiative of the Bureau of Higher Education, the Office of Program Planning and Evaluation, and the National Center for Education Statistics, with a subsidiary interest by other Office of Education bureaus, and will serve as a data base for varied program requirements. The study is designed to assist the Office of Education in developing legislation and programs to aid students better to achieve their educational aspirations and capabilities, and in evaluating the effectiveness of these programs. One important study objective will be to gather information regarding the extent to which high school seniors are unable to realize their educational or vocational ambitions because of lack of funds.

Publications

National Longitudinal Study of the High School Class of 1972, A Capsule Description of High School Seniors
(OE-74-11116) 85¢

"Immediate Education Plans of High School Seniors, Class of 1972"
NCES Management Bulletin #17, March 27, 1974

National Longitudinal Study of the High School Class of 1972
(2 data tapes) $156.00

National Longitudinal Study of the High School Class of 1972, Tabular Summary of Student Questionnaire Data Volume I
(OE-74-227a) $6.40 GPO Stock Number (1780-01317)
Volume II
(OE-74-227G) $6.60 GPO Stock Number (1780-01318)

National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education
(NCES 75-208) $1.90

National Longitudinal Study of the High School Class of 1972, Base-Year and First Follow-up Data File Users Manual
(preliminary)

"Realization of Postsecondary Educational Plans: First and Second Year"
NCES Management Bulletin #20, March 24, 1975

5.2. **Project**: Longitudinal Study of Educational Effects–Continued

"One and One-Half Years After High School Graduation: The Class of 1972"
NCES Management Bulletin #21, June 16, 1975

"Effectiveness of High School Job Training: Assessment of Class of 1972 One and One Half Years After Graduation"
NCES Management Bulletin #22, August 20, 1975

National Longitudinal Study of the High School Class of 1972, Changes in Self Concept, Control of Environment and Goal Orientations of Young Adults During the First One and One Half Years After High School Graduation
(at GPO)

National Longitudinal Study of the High School Class of 1972, Comparative Profiles of High School Graduates One and One Half Years After Graduation
NCES 76-220 (at GPO)

Tapes

National Longitudinal Study of the High School Class of 1972
(2 data tapes) $156.00

Project Officer: William Fetters

5.3. **Project**: Biennial Survey of Education and Occupational Status of Recent College Graduates (June 1974-July 1975)

Description

This is a survey of the employment and education experience of recent college graduates with special emphasis on enumerating additions to the supply of teachers. A nationally representative sample of recent graduates will be surveyed in order to obtain data on the following specific questions:

(1) How many recent graduates were added to the teacher supply?

(2) What were the additions to the supply, by major teaching specialties–special education, English, social science, etc.?

(3) What is the relation between major teaching specialty prepared for and employment?

(4) What kinds of jobs are recent college graduates getting?

(5) What is the relation between major field of study and jobs?

(6) How many graduates are unemployed? How many are not in the labor force? For what fields of study are unemployment rates high or labor force participation rates low?

(7) What do students receiving different types of Federal educational assistance choose as their major field of study; what is their labor-force status?

(8) How many recent graduates continue their schooling?

Purpose and Uses

The study will attempt to help students, counselors, educators, government program managers, and legislators to assess the outlook, in particular, the job market for recent graduates.

Publications

"Labor Market Experience of Recent College Graduates"
Monthly Labor Review, U.S. Department of Labor, October 1974

"Labor Force and Enrollment Status of July 1971-June 1972 College Graduates with Emphasis on Additions to the Teacher Supply"
National Center for Education Statistics

Project Monitor: Mark E. Borinsky

5.4. **Project**: Survey of the Preservice Preparation of Teachers

Description

Teacher preparation is the predominant field of higher education—about one-third of all college graduates have undertaken training to qualify for teaching. Faced with a teacher surplus, however, there is the strong possibility that the higher education institutions may overreact by cutting back excessively on teacher-education enrollments, thus creating once again a shortage of teachers. On the other hand, it may be that the major teacher preparation institutions will continue to prepare large numbers of students for a vocation for which they will have little opportunity to obtain a job and advancement in the job if one is obtained. A sound data base needs to be provided to policymakers, if they are to maintain a reasonable balance of teacher supply and demand. Other key issues in the area of preservice education for which data are needed are how to cope with crippling fiscal crises; how best to train teachers to deal with target pupil groups such as the urban and rural disadvantaged, and persons from non-English-speaking backgrounds; and the implementation of innovations in the preparation of teachers in response to long-standing criticism of the preservice teacher training process. At present, there is no comprehensive data system on preservice teacher education to provide information for policy formulation in relation to these issues.

In response to this general data deficit, a design study and full pilot for an FY 1978 national survey was undertaken to provide policymakers with comprehensive, relevant, and timely information on all aspects of preservice teacher preparation. A review of the literature, position papers defining issues, and a user-needs study consisting of interviews with policymakers served as the basis for construction of questionnaires administered in fall 1975 to students, faculty, and administrators in 240 of the 1440 institutions which prepare teachers.

Purpose and Uses

The study responds directly to the expressed needs of over 100 policymakers in the area of education personnel, including representatives from Congress, Federal executive agencies, State education agencies and legislatures, institutions of higher education, professional associations, and commissions. The results of this survey will provide these policymakers with the following information:

(1) More accurate estimates of the number of persons presently being prepared to teach, the extent to which they intend to seek teaching positions, and the kinds of preparation they have had, specifically with respect to preparation to work with minority groups and the handicapped and other critical areas of concern.

(2) A comprehensive picture of fiscal policies in the area, especially with respect to sources of funds, budgetary restrictions, and the relation between innovation and fiscal concerns in various areas.

(3) Curricular trends in teacher education, especially with respect to the implementation of innovations in the preparation of teachers in the currently critical areas.

(4) A picture of the characteristics of the faculties of the institutions of higher education currently engaged in the preparation of teachers and conditions which help to make them productive.

(5) An indication of the kinds of reform needed in education as perceived by faculty, students, and administrations, and the kinds of fiscal and organizational mechanisms likely to achieve them.

In summary, results of this effort should make a considerable difference in the kinds of legislation which are proposed to improve the quality of preservice teacher preparation and draw more selectively productive energy into that area.

5.4. **Project**: Survey of the Preservice Preparation of Teachers–Continued

Publications (in process)

Survey of the Preservice Preparation of Teachers: A summary report on the condition of and changes in teacher education institutions

Data Needs of Educational Decisionmakers

An Annotated Bibliography of the Literature on Teacher Education

Project Officer: Shirley A. Steele

Chapter 6

LIBRARIES AND EDUCATIONAL TECHNOLOGY

6.1. **Project**: Library General Information Survey (LIBGIS)

Major development of the LIBGIS system, which is similar to the HEGIS and ELSEGIS systems, occurred when NCES contracted with the Library Administration Division of the American Library Association for a study, released in May 1970 as *Planning for a Nationwide System of Library Statistics* (OE-15070), to provide general guidelines for a national library data system.

During 1971-72, a study of library and information center statistics and data practices at the national, State, and local levels was conducted by a contractor according to NCES specifications. During 1972-73, a LIBGIS demonstration project was conducted in 6 States and a LIBGIS State participation project was undertaken in 15 States, to develop and test the LIBGIS survey instruments for all types of libraries.

In FY 1975, LIBGIS started to collect comparable data for all categories of publicly and privately controlled libraries for library development activities at the local, State, and national levels.

LIBGIS has three major aspects: (1) collection of comparable items of basic data simultaneously from the three key types of libraries (public, college and university, and elementary and secondary school/media centers) on a biennial basis, and from other, special libraries (Federal, State, Commerce and industry, correctional and health institutional, State and national association and organization), on a 4- to 6-year periodic basis; (2) cooperation with State agencies in the phases of survey development, data collection, and manual editing, and (3) sharing collected and edited data with relevant State agencies to produce uniform statistics of use to users at the local, State, and national levels, in both the public and private sectors.

Subject to available resources, NCES plans to provide materials, standards, specifications, technical assistance, and other support measures to cooperating State agencies.

LIBGIS I covered a survey of public libraries in fiscal year 1974, public school library/media centers in fall 1974, and academic libraries in fall 1975 (also a component of HEGIS X).

LIBGIS II covers the following surveys: public libraries (fiscal year 1976), public school libraries/media centers (fall 1976), academic libraries (fall 1976), State library agencies (fall 1976), State libraries (fall 1976), and special libraries serving commerce and industry (fall 1976).

As LIBGIS proceeds, it will continue to add surveys of special libraries and other special surveys until it includes all types of libraries on all levels of operation.

When fully developed, the system will serve as a valuable planning and evaluation tool for Federal, State, and local library administrators. It will also furnish needed information to legislative bodies, library schools, library

6.1. **Project**: Library General Information Survey (LIBGIS)–Continued

associations, research organizations, and private business and industry (publishers and equipment, furniture manufacturers, etc.).

General Direction: Frank L. Schick

6.2. **Project**: Public School Libraries/Media Centers (biennial)

Description

In FY 1975, this survey became a component of the LIBGIS system. A national sample survey of 3500 units provides national data on holdings, staff, transactions, physical facilities, and hours of service and expenditures for school libraries/media centers in public elementary and secondary schools. It was conducted intermittently by the Office of Education in the past.

Purpose and Uses

In addition to giving general-purpose data on the basis of a national sample for individual school buildings, this survey provides specific data needed by the Office of Education and its Office of Libraries and Learning Resources.

Individual school administrators, librarians, and media specialists find the data essential for planning, budgeting, and staffing school libraries and media centers. Library and information-science schools use this information in their teaching and planning. The National Commission on Libraries and Information Science uses these data for its national plans and will incorporate the findings in its "National Inventory of Library Needs."

The publishing, audiovisual, microform and other library-support industries (e.g., furniture and equipment manufacturers) use the information in marketing their products and services.

Publications

Statistics of Public School Libraries, 1960-61. Part I Basic Tables
(FS 5.215:15049) 60¢ 1964

Statistics of Public School Libraries, 1960-61. Part II – Analysis and Interpretation
(OE-15056) 1965

Public School Library Statistics, 1962-63
(OE-15020-63) 1964

Tapes for the 1974 survey (in process)

Principal staff: Nicholas A. Osso

6.3. **Project**: Survey of Public Libraries (biennial)

Description

This survey collects data on public-library holdings, loan transactions, staff, income, sources of income, and expenditures. In addition, it obtains information about branches, bookmobiles, and other public-service outlets, as well as physical facilities and hours of service.

The survey was last conducted in 1975 and is to be repeated in 1977. All of the approximately 380 libraries serving populations of 100,000 or more will be included in the survey, while the smaller libraries will be sampled.

The survey is to produce institutional data on the larger libraries, and national estimates for the total of about 8,300 public libraries.

Purpose and Uses

Public-library statistics are used nationally for planning purposes of the Library Services and Construction Act (administered by the Office of Libraries and Learning Resources). Since public libraries serve all age groups, including elementary and secondary pupils and students in colleges and universities, these data are also essential to the educational community in budget considerations. The National Commission on Libraries and Information Science uses these data for national planning and will incorporate the relevant parts of the findings for its "National Inventory of Library Needs." State, county, and municipal public library administrators find these data essential for planning, budgeting, and staffing these libraries.

The publishing, audiovisual, microform, and other library-support industries (e.g., furniture and equipment manufacturers) use the information in marketing their products and services.

Publications

Statistics of Public Libraries Serving Areas with at Least 15,000 Inhabitants, 1968
(HE 5.215:16068-68) $1.50

Public Libraries, FY 1974 (in process)

Tapes for the 1974 survey are in process

Principal staff: Helen M. Eckard

6.4. **Project**: Public Library Directory

Description

This survey provides data on the name, address, affiliation with nonfederated library system, population served, and identification number for all public libraries, by State.

Purpose and Uses

At the quarterly meeting (April 1975) of the Regional Library Services Program Officers from the 10 Office of Education regions, a resolution was passed requesting immediate publication of the full universe survey of public libraries, in view of the need for statistical data from the total public library universe (about 8,300). This information is used by NCES in its survey of public libraries: public libraries serving 100,000 and more persons are surveyed as a universe; public libraries serving less than 100,000 persons are surveyed on a stratified sample basis. The information is useful also to the Office of Libraries and Learning Resources, to the library and educational fields, and to municipal service agencies. The publishing, audiovisual, microform, and other library-support industries (e.g., furniture and equipment manufacturers) use the information in the marketing of their products and services. The information will be collected in fall 1976.

Publications

None

Principal staff: Helen M. Eckard

6.5. **Project**: College and University Libraries (HEGIS)

Description

This survey, a component of both LIBGIS and HEGIS, provides data on college and university library holdings, staff, expenditures, physical facilities, loan transactions, days and hours open per week, and membership in library cooperatives, consortia, and networks. It was conducted annually for over 20 years by the Association of College and Research Libraries; since 1958, this survey has been conducted by the U.S. Office of Education. From 1969 to 1975, this series was on a biennial cycle (1970, 1972, and 1974 were skip years). Starting with 1975, this survey is back on an annual basis.

Purpose and Uses

This is a universe survey of all academic libraries (about 3,100), providing basic general-purpose data not only for individual institutions but also for institutions grouped by control, type, and size, as well as by State. These data are needed for planning, budgeting, and evaluation of academic libraries by the individual college and university administrators, and for the evaluation and development of plans respecting academic libraries by State higher education and library agencies, by State, regional, and national higher education and library associations, and by the Office of Libraries and Learning Resources of the U.S. Office of Education. Library and information science schools use this information in their teaching and planning.

The National Commission for Libraries and Information Sciences will use the data in its National Inventory of Library Needs to be published in 1976.

The publishing, audiovisual, microform, and other library-support industries (e.g., furniture and equipment manufacturers) use the information in the marketing of their products and services.

Publications

Library Statistics of Colleges and Universities, Institutional Data, Part A, Fall 1971: Basic Information on Collections, Staff, and Expenditures
(HE 5.215:15023-71) $2.00

Library Statistics of Colleges and Universities, Institutional Data, Part B, Fall 1971: Basic Information on Indexes, Staff, and Developmental Areas
(HE 5.215:15023-71) $1.50

Library Statistics of Colleges and Universities, Fall 1971, Analytic Report (Part C)
(OE-74-11417) $1.05

Library Statistics of Colleges and Universities, Fall 1973, Part A: Institutional and Summary Data (In process)

Library Statistics of Colleges and Universities, Fall 1973, Part B: Institutional Data (In process)

Library Statistics of Colleges and Universities, Fall 1975, Early Release

Library Statistics of Colleges and Universities, Fall 1975, Part A: Institutional Data (In process)

Library Statistics of Colleges and Universities, Fall 1975, Part B: Analytic Report (In process)

6.5. **Project**: College and University Libraries (HEGIS)–Continued

Tapes

1973 and 1975 in process

Principal staff: Stanley V. Smith

6.6. **Project**: Survey of Federal Libraries (periodic)

Description

This survey, conducted under contract with the Federal Library Committee (an interagency organization administered by the Library of Congress), collected data on holdings, services, expenditures, and staff of libraries serving the Federal Government. The first survey of this type was conducted in 1965 by the Federal Library Committee and the Office of Education. This second survey enlarged the universe from about 450 special Federal libraries in the continental United States to the nearly 2,400 Presidential, national, quasi-academic, school, special, and institutional Federal libraries in the United States and overseas.

Purpose and Uses

The first survey of all Federal libraries provided comprehensive statistics essential to a realistic appraisal of current needs and services in relation to costs and increased demands for library services. The growth of Federal library holdings and the complexity of changing Federal agency structure underscore the need for a standard reporting system to serve the purposes of individual Federal libraries and at the same time present an accurate overall view of total Federal library resources, staff, budgets, unique collections, and activities. Data thus yielded will be used by the National Commission for Libraries and Information Science in its "National Inventory of Library Needs" to be published in 1976.

A standard pattern for statistical reporting, an essential byproduct of this survey, will facilitate and strengthen the interchange of resources among Federal libraries. Accurate data on the size of the collections, services, staff, and budgets of individual Federal libraries assist each institution in its plans and will point up the similarity of objectives and programs, thus contributing to better understanding and greater effectiveness of combined efforts.

Publications

Survey of Special Libraries Serving the Federal Government (1965)
(FS 5.215:15067)

Survey of Federal Libraries, 1972
(017-030 01459 9) $3.15

Principal staff: Helen M. Eckard

6.7. **Project**: Survey of State Library Agencies and of Special Libraries Serving State Governments

Description

This survey provides the following information on State library agencies: name and address of agency; names, titles, and telephone numbers of principal staff; governance and administration; service outlets; staff; receipts; expenditures; special collections and services; collections; physical facilities; hours and days open per week; use of collections; loan transactions; reference and directional transactions; development division clientele; statewide specialized services activities; and participation in consortium, cooperative arrangements, and/or networks. The following information is provided respecting special libraries serving State governments: name and address of special library; service outlets; division/agency of the State government served by the library; staff; receipts; expenditures; collections; loan transactions; hours and days open per week; participation in consortium, cooperative arrangements, and/or networks; and classification system used. The data are to be collected in 1976.

Purpose and Uses

A. The survey of State library agencies is needed to augment information already gathered by LIBGIS surveys of public, school, academic, and Federal libraries, and will be used in the understanding and evaluation of the totality of library services both within the States and throughout the Nation. The materials collections of the State agencies often serve as sources for interlibrary loans, making knowledge about them essential. In a time of cutbacks in library support, the information gathered will be used by the State library agencies in planning for expeditious use of dwindling funds. The purpose in gathering data on the State library agencies is to ensure that the agencies receiving and dispersing Federal funds are able to compare their individual resources, expenditures, activities, and staffing with other agencies of similar size. It is pertinent to good fiscal responsibility for the Federal Government to be able to evaluate comparatively from statistical data how Federal funds and grants are utilized by State governments and what revisions or reallocations, if any, would be beneficial to Federal-State cooperation.

B. The survey of special libraries serving State governments will gather statistical data comparable with those gathered for the Survey of Federal Libraries, which reviews the scope of Federal library resources, expenditures, activities, and staffing. It will allow comparison on these items for similar libraries in other States. It will afford valuable statistical data and information to State library agencies concerning library development within their own State and in other States. It gives an awareness of needs, cooperative efforts, and economies which can be realized by the State library agencies in their interaction with State legislatures and the Federal Government.

In addition, these surveys will be a part of the LIBGIS statistical contribution to the National Library Inventory in preparation for the 1978 White House Conference on Libraries.

Publications

None

Principal staff: Helen M. Eckard

6.8 **Project**: Directory of Special Libraries Serving Commerce and Industry (periodic)

Description

This survey provides, for each of the special libraries serving commerce and industry, data on the name, address, telephone number, name of the library director, and the company/organization primarily served by the library, as well as basic data on holdings, staff, hours open per week, and whether or not it is open to the general public.

Purpose and Uses

This survey is a universe survey of all special libraries serving commerce and industry (about 8,000), which provides directory information as well as some basic general-purpose data and subject specialization areas for these libraries.

This survey, to be conducted in fall 1976, will establish a universe of special libraries serving commerce and industry. It will indicate the great resources of these libraries and their subject specialization which through interlibrary loan facilities could be used by the regular users of other types of libraries (academic, public, and school). Library and information science schools use this information in teaching and planning.

The publishing, audiovisual, microform, and other library-support industries (e.g., furniture and equipment manufacturers) use the information in the marketing of their products and services.

Publications

None

Principal staff: Nicholas A. Osso

6.9. **Project**: Library Cooperatives, Consortia, and Networks

Description

This survey provides data on the name, address, telephone number, governance, and the names, titles, and telephone numbers of the chief officers of the library cooperatives, consortia, and networks that operate with a budget and their own staff above certain minimum amounts. The survey will also provide basic data respecting staff, receipts, expenditures, budget allowances by major-activity categories, and networks subscribed to, as well as information respecting specific activities provided libraries. The data are to be collected in fall 1976.

Purpose and Uses

This is a universe survey of all library cooperatives, consortia, and networks that meet certain minimum requirements concerning budget and staff. The purpose of the survey is to collect data on the impact of the new educational technology and computerization on libraries and information centers as well as the results of some Federal legislation which helped to establish networks, consortia, and related organizational groupings on national, regional, and State levels. At present, these networks are spreading and inter-connecting, forming linkages with Federal installations, and no statistical survey of their operations exists nationally or regionally; only State networks have been surveyed in some detail.

This information is needed by both State governments and the Federal Government, as well as by academic, public, and special libraries, for evaluation of the services provided by the cooperatives, consortia, and networks as related to their future support and use. The information is needed also by the library cooperatives, consortia, and networks themselves, for planning, budgeting, and evaluation of their operations. The microform, computer, and other library-support industries (e.g., furniture and equipment manufacturers) use the information in the marketing of their products and services.

Publications

None

Principal Staff: Stanley V. Smith

6.10. **Project**: Glossary of Library Statistical Terms and Definitions

Description

The glossary includes definitions of terms relevant to operations of all libraries (academic, public, and school libraries/media centers, libraries of the Federal and State governments, and those serving in commerce and industry, as well as information centers). It also includes terms used in the fields of audiovisual materials, educational technology, and networking. The glossary is already being used by LIBGIS.

Purpose and Uses

The glossary is designed to facilitate operation of the LIBGIS system and to assist independent researchers in the field. It is being used to update the 1970 UNESCO standard of library statistics, particularly in the field of audiovisual materials and library automation, and is to perform an identical task of updating the 1969 U.S.A. standard for library statistics of the United States of America Standards Institute, Sectional Committee Z-39.

Publication

Library Statistics: A Handbook of Concepts, Definitions and Terminology
(Chicago, American Library Association, 1966)

Principal staff: Frank L. Schick

6.11. **Project**: Library and Information-Science Manpower Supply and Demand Study

Description

This study was undertaken by the Bureau of Labor Statistics (BLS), Department of Labor, commissioned and cofunded by NCES and the OE's Office of Libraries and Learning Resources. It provides data on professional, clerical, and technical support staff, and gives employment supply and demand projections through 1984. The analysis is based on data developed by BLS, augmented by information from secondary sources. The study went through phases of literature search, discussion and orientation meetings with key people in the field, data collection from published and unpublished sources, data collection by in-depth interviews in a random sample of about 100 library systems and libraries, data analysis of all obtained data, and report writing.

Purpose and Uses

On the demand side, the study presents estimates of current employment and projections of future requirements for librarians and nonprofessionals in school, academic, public, and special libraries. The supply analysis gives numerical projections regarding the anticipated manpower supply in the field for professional and nonprofessional library staff members; discusses characteristics such as age, education, ethnic background, and sex; and indicates job opportunities, changes in job functions, and staff patterns. The study provides guidelines for educational and training requirements, and their implications for library and information-science education programs. It will also provide the data to be used by the National Commission for Libraries and Information Science in its "National Inventory of Library Needs," to be published in 1976.

Publications

Library Manpower Occupational Characteristics of Public and School Librarians
(OE-15061) 1966 HEW 30¢

Library Manpower: A Study of Demand and Supply, 1975, BLS.
(L2.3.1852) $1.75

Principal staff: Frank I. Schick

6.12. **Project**: National Inventory of Library Statistics Practices: Data Collection on the National, State, and Local Levels, 1972

Description

This study was based on a national survey of all State and Federal Government agencies to determine which agencies have legal responsibilities for library-statistics activities. The study, which ascertains the statistical capabilities and the authority of the agencies and their programs, also surveyed selected key organizations, such as national library associations.

Sixty-five typical college, school, public, and special libraries were visited to learn what kinds of statistical records were kept on their operations, the types of reports issued, and the use made of these reports. To help in designing the LIBGIS survey forms, the responses were analyzed to determine the questions most frequently used for each type of library and which of the data items were common to all types of libraries.

Purpose and Uses

The study provided the first national overview of current statistical practices and gave essential background information for the design of LIBGIS, since the system was to be based on existing strengths and structured on sound traditional practices.

Publications

National Inventory of Library Statistics Practices: Volume I, Data Collection at the National, State, and Local Levels (74-188) $1.60

National Inventory of Library Statistics Practices: Volume II, Agency Profiles and Individual Site Descriptions December 1972
(available through ERIC, Clearing House No. L1003 978)

Principal staff: Frank L. Schick

6.13. **Project**: Developmental Program of Statistics on Educational Technology

Description

NCES is collecting information on television and other technologies in formal and nonformal education, including data on availability, use, resources, and finances. NCES has contracted with the Corporation for Public Broadcasting (CPB) to cosponsor a program of statistics pertaining to noncommercial television and radio stations. To date, financial, staffing, scheduling, production, and program source data have been collected from noncommercial television and radio stations. Developmental efforts are underway to design surveys to collect data on the inservice activities provided to teachers by television; the use of instructional television by classroom teachers; the school systems licensed to operate transmittal systems; the contractual arrangements between local education agencies and television stations for instructional programing; the use of closed-circuit and broadcast television in adult/continuing education activities in institutions of higher education; and the amount of, and expenditures for, audiovisual equipment in public libraries.

Purpose and Uses

To establish a common vocabulary, NCES has prepared a *Handbook of Standard Terminology and A Guide for Recording and Reporting Information About Educational Technology: 1975.* In *To Improve Learning* (1970), the Report of the Commission on Instructional Technology to the U.S. Congress and the President, the commission called attention to the glaring lack of reliable and valid data on the use of technologies of instruction, the absence of "hard" cost data on installing and maintaining television systems in the Nation's public schools, and the lack of up-to-date statistics on the status of instructional television fixed service (ITFS) and closed-circuit systems. The data collected thus far in this development program help fill specific data gaps. Some of the data are used by the CPB in their funding of noncommercial television license holders and radio stations. The data are needed and used by Office of Education managers in educational technology in assessing educational broadcast facilities and in planning future programs of instructional technologies.

Project Director: Ronald Pedone

NCES Educational Technology Publications and Reports

Listed below are publications and reports on educational technology by NCES:

Management Bulletin, "Basic Statistics on Instructional Television and Other Technologies– Public Schools," spring 1970

A General Information System for Educational Technology (ETGIS): A Conceptual Scheme: 1974

Statistical Report on CPB-Qualified Radio Stations: Fiscal Year 1973. Washington, D.C.: Corporation for Public Broadcasting, June 1975

Statistical Report on Public Television Licensees: Fiscal Year 1973 (advance edition). Washington, D.C.: Corporation for Public Broadcasting, May 1975

Status Report on Public Broadcasting 1973 (advance edition). Washington, D.C.: Corporation for Public Broadcasting and National Center for Education Statistics, December 1974

6.13. **Project**: Developmental Program of Statistics on Educational Technology - Continued

Preliminary Report on Equipment and Facilities of Public Television Licensees and Stations (unpublished report). Washington, D.C.: Corporation for Public Broadcasting, November 1974

Summary Statistics of Public TV Licensees 1972. Washington, D.C.: U.S. Government Printing Office, 1974

Summary Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1972. Washington, D.C.: U.S. Government Printing Office, 1974

Financial Statistics of Public Television Licensees: Fiscal Year 1971. Washington, D.C.: U.S. Government Printing Office, 1973

Broadcast and Production Statistics of Public Television Licensees: Fiscal Year 1971. Washington, D.C.: U.S. Government Printing Office, 1973

Summary Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1971. Washington, D.C.: U.S. Government Printing Office, 1973

Employment Statistics of Public Television Licensees: June 30, 1970. Washington, D.C.: U.S. Government Printing Office, 1973

Financial Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1971. Washington, D.C.: U.S. Government Printing Office, 1972

Financial Statistics of Noncommercial Television License Holders: Fiscal Year 1970. Washington, D.C.: U.S. Government Printing Office, 1971

In final draft form are the following:

A Handbook of Standard Terminology and A Guide for Recording and Reporting Information About Educational Technology: 1975

Public Television Program Content: 1974. (Available from Corporation for Public Broadcasting (CPB) 1111 16th, N.W., Washington, D.C. 20006)

What Is Alternative Service? Public Television Programming Decisions and Environments: 1975. (Available from CPB)

Chapter 7

DISSEMINATION SERVICES AND PUBLICATIONS

Statistics derived from the surveys described in this publication and pertinent data from other sources are used by the Reference, Estimates, and Projections Branch to supply information to the many users of educational statistics. The dissemination process frequently involves adaptation, regrouping, and rearrangement of data to meet user needs. Survey data are utilized also for legislative and budget purposes and in developing projections of basic statistical series, including enrollment, instructional staff, high school and college graduates, and educational finances.

Two annual reports, *Digest of Educational Statistics* and *Projections of Educational Statistics*, are an important part of the reference and projections service. They are among the most widely known and used publications of the National Center for Education Statistics. Statistical materials are also developed for publication by UNESCO, Organization for Economic Cooperation and Development, the Bureau of the Census, the Office of Education's Institute of International Studies, *American Education* (the official magazine of the Office of Education), and a variety of national and international yearbooks, almanacs, and abstracts. The annual report on the Condition of Education is a significant new approach in measuring the status of education.

To facilitate the flow of information to the educational community, NCES inaugurated an educational statistics information access system. Entitled EDSTAT, this system will be extended to include data from other Federal agencies.

7.1. **Project**: Reference Services and Publications

Description

The NCES Reference Service responds to a high volume of requests for educational information and statistics from a wide variety of sources; e.g., members of Congress; Federal, State, local, and international agencies; educational and research organizations; business organizations and trade associations; the communications media; and the general public. These information requests are received by telephone, letter, telegraph, and personal visit. Responses to these requests may require special tabulations and statistical reports.

Comprehensive statistical reports are also prepared for publication by UNESCO, Organization for Economic Cooperation and Development, Bureau of the Census, and a variety of national and international yearbooks, almanacs, and abstracts.

The publication *Digest of Educational Statistics* provides an annual abstract of statistical information covering the entire field of American education from kindergarten through graduate school. It brings together materials from a wide variety of sources; e.g., surveys of the Office of Education, other governmental agencies, private organizations and associations. Actual data are supplemented by estimates to provide as complete a picture of American education as possible.

An expanding area of reference-service activity is the dissemination and coordination of magnetic data tapes covering all the numerous surveys of the Office of Education. Because of the great fund of data on these tapes and the facility with which the data can be manipulated on tape, there is a heavy demand for tape loans and purchases by Federal, State, and local agencies and by private organizations.

Purpose and Uses

The Reference Service helps to fulfil the original purpose of the Office of Education—that of gathering and disseminating information on education in the United States. The service responds to some 10,000 queries per year from legislators, government agencies, private organizations, educational institutions, and individuals.

The *Digest of Educational Statistics* is widely used by Members of Congress, governmental agencies, educational institutions, private organizations, the communications media, and the general public. It has come to be regarded as the basic source of statistical information on education in the United States, and serves as a basis for setting educational policy, planning, legislation, and evaluation for a number of proposals.

The *Digest* is also designed to serve as a guide to the NCES Reference Service and as an introduction to other statistical publications and sources of educational data.

Publication

Digest of Educational Statistics, 1974 Edition
(NCES-75-219) $2.50

Principal staff: Vance Grant, George Lind, Albert Munse, Leo Eiden, William Sonneberg, Goldie Gordon

7.2. **Project**: Educational Statistics Information Access System (EDSTAT)

Description

The EDSTAT system involves three interrelated subsystems: EDSTAT online, EDSTAT tapes, and EDSTAT tabs. All three are designed to increase the accessibility of NCES data.

EDSTAT online: The EDSTAT II terminal-accessed online education data-retrieval system makes available selected survey data from more than 20 data files through terminal access. EDSTAT online features access through a local telephone call, thus reducing computer communication costs, and provides greater analytical capability, thereby permitting interrelation of different surveys or time periods and interface with selected computer programing languages and statistical routines. Currently, online area data files are pertinent to postsecondary, higher, vocational-technical, and elementary-secondary education. Data are available from the Current Population Survey of Postsecondary School Enrollment (Census Bureau), NCES Higher Education General Information Survey (HEGIS), the Directory of Postsecondary Schools with Occupational Programs, and the Elementary-Secondary General Information Survey (ELSEGIS). Selected census data by school district are also online.

EDSTAT tape: Available are more than 50 tapes containing data on elementary and secondary and postsecondary education derived from surveys conducted by NCES during the sixties and seventies, as well as selected census data by school district. The most recent additions to the NCES computer-tape dissemination system are the Anchor Test Study, the National Longitudinal Study (NLS) of the High School Class of 1972, and numerous HEGIS and ELSEGIS updates.

EDSTAT tabs: A newly developing system is the capability to create customized tabulations, although this system is subject to constraints on the basis of manpower resources available.

Purpose and Uses

The EDSTAT system is designed to accelerate the flow of information to researchers, policymakers, and the general public. EDSTAT makes data available through a variety of modes in such a way that users can manipulate the data according to their research interests.

Additional Information from NCES

Inquiries on the availability and cost of tapes, microfiches, and tabulations should be addressed to Robert A. Heintze. Inquiries on the online system should be addressed to Robert Yuill.

Principal staff: Robert A. Heintze, Robert Yuill

7.3. **Project**: Consortium of Federal Agencies

Description

In order to improve accessibility to education data, the National Center for Education Statistics is participating in a consortium with Federal agencies interested in the collection and use of education statistics, as authorized by the Education Amendments of 1974 (P.L. 93-380). More than 30 Federal agencies participate in the Federal Interagency Consortium of Users of Education Statistics.

Consortium members have agreed that the availability and accessibility of education data obtainable from Federal agencies are first priorities. The first product of the Consortium is a *Directory of Federal Agency Education Data Tapes* (in press), which identifies and describes education data bases available on magnetic computer tape from agencies of the Federal Government. Information is available in the Directory on tapes containing data on elementary and secondary and postsecondary education; demographic, vital, health, and welfare statistics; manpower supply and demand; libraries and media centers; and Federal outlays for education.

Areas for future Consortium planning include user needs and priorities, standardization problems, and utilization of data for cross-agency analysis.

Purpose and Uses

Section 406(f) of P.L. 93-380 states that: "The Center shall participate with other Federal agencies--in forming a consortium for the purpose of providing direct joint access with such agencies to all educational data received by the Center through automated data processing." The Consortium includes the Committees on Labor and Public Welfare and Appropriations of the Senate and the Committees on Education and Labor and Appropriations of the House of Representatives, the General Accounting Office, and the Congressional Research Service in addition to Executive Branch agencies.

Publications

Directory of Federal Agency Education Data Tapes (in press)

Tapes

Planned acquisition of tapes from other agencies

Project Coordinator: Barbara Feller

7.4. **Project**: Condition of Education Report (annual)

Description

This report on the condition of education in the United States presents past, present, and projected statistics for all levels of education. The time-series data on input, process and output indicators for educational activities, institutions, and issues are presented in charts, graphs, and tables with supporting narrative text.

The report also presents a description of NCES activities in the current fiscal year and planned activities for the succeeding fiscal year.

Purpose and Uses

The report, mandated by section 501(a) of P.L. 93-380, informs Congress of the condition of education in the United States, presenting statistics on education in a time horizon which includes at least 3 years previous and a projection for the next 2 years.

The report is expected to serve the needs of educational policy makers at the Federal, State, and local levels, and provide useful information to educators and lay persons interested in education.

Publication

The Condition of Education, released to Congress March 1, annually

The Condition of Education, 1975 edition
(NCES 75-412) $3.20

Editor: Mary Golladay

7.5. **Project**: Projection Services and Publications

Description

NCES provides projection services for statistics on elementary and secondary schools and institutions of higher education. It is the only source for obtaining an integrated set of projections in which data on enrollment, instructional staff, graduates, and educational finances are interrelated and specifically tied with school-age population data supplied by the Bureau of the Census.

Purpose and Uses

The projection services of NCES–and its publications, *Projections of Educational Statistics* and *Statistics of Trends in Education*–are widely used by Members of Congress; Federal, State, and local agencies; educational institutions and organizations; the communications media; and the general public.

Projections of Educational Statistics is especially useful to legislators and has aided in passage of most of the educational legislation during the past 8 years, including the Elementary and Secondary Education Act. The statistical projections are used by State and local agencies and by higher education institutions and organizations in planning to meet the demands that future enrollments will place upon facilities, revenues, and teachers. The projections continuously provide the communications media with figures for their articles and furnish a valuable source of information for those who have come to look to the Office of Education for guidance and leadership in educational matters.

Statistics of Trends in Education is a wallet-size folder containing projected statistics designed to provide an inexpensive and convenient reference source for distribution at conferences and meetings and by mail.

In addition to these publications, projection services are supplied to a wide variety of users. Projections of earned degrees by subfields are developed annually and used, among others, by the Bureau of Labor Statistics as input for manpower reports.

Projections extended to the year 2,000 are used by the Department of Health, Education, and Welfare for the interagency study "Long Range Projections." State projections are used for planning by State and local agencies and by individual institutions of higher education. An example of how these projections services have illuminated educational issues is the forecasting by this Office of a general surplus of teachers several years before it was noted elsewhere.

Publications

Projections of Educational Statistics to 1983-84
(NCES-75-209) $2.50

Statistics of Trends in Education, 1963-64 to 1983-84
(folder, obtainable from ASE/NCES/DSIS/REP)
(NCES-75-200)

Principal project staff: Martin Frankel, Forrest Harrison, George Lind, Lorraine Simpson

7.6. **Project**: Statistical Services for Federal Legislation

Description

Estimated allotments to States are computed, at the request of the OE Office of Legislation, for use by the several subcommittees and committees of both the House and the Senate in their consideration of bills initiating or amending educational laws administered by the Office of Education. Allotment formula changes are continuous throughout the legislative process, when Congress endeavors to develop a formula for distribution of Federal funds that best serves the needs of the youth of this Nation at each level of education. Materials supplied, which include some special analyses, are published in congressional committee reports and in the *Congressional Record.*

Purpose and Uses

These services assist the Office of Education, the Department of Health, Education, and Welfare, and the Congress in evaluating proposed educational legislation and in establishing the final format to be adopted as law.

Publications

None

Principal Staff: Forrest Harrison, Frances Ryan, Nadine Brown, Esther Cooper

7.7. **Project**: Statistical Services for Allocation of Federal Funds

Description

The Reference, Estimates, and Projections Branch has been the unit authorized to establish allotments and allotment ratios for financial assistance programs under which allotments are made to States on the basis of statistical formulas or ratios set by law.

The Branch currently is responsible for determining the allotment of $3 billion of Federal funds to the States for aid to education.

Purpose and Uses

This project provides the Budget Office with the allotments to the States of Federal funds for education under the laws administered by the Office of Education, along with some special analyses. The States, counties, local educational agencies, higher education institutions, and local government units receive funds based upon these allocations.

Publication

None

Principal Staff: Forrest Harrison, Frances Ryan, Nadine Brown, Esther Cooper

Chapter 8

STANDARD TERMINOLOGY PROJECTS AND PRODUCTS

The projects in this section concern the development and revision of manuals of standard terminology for use in collecting, aggregating, analyzing, and communicating educational statistics. Information items are identified, defined, and classified into rational taxonomies. In the design of these handbooks, linkages among financial, pupil, staff, facilities, institutional, and instructional characteristics are encouraged, and the incorporation of data into computerized management information systems is considered. Extensive review by producers and consumers of data increases the validity and acceptability of these handbooks.

Two separate sets of projects are active—one on higher education, the other on elementary and secondary education. NCES progress in the first set is assisted by the Western Interstate Commission on Higher Education in its planning and management systems. In the second set of projects, emphasis is now being directed to increase implementation at State and local levels.

8.1. **Project**: Taxonomy of Subject Matter for All of Education, and Other Selected Dimensions of Educational Information

Description

This project is intended to develop a hierarchical classification of subject matter for all subject-matter areas, covering all levels of education and, in addition, develop in the same manner five other selected dimensions of educational information. All elements and items in the classifications are to be discretely defined, categorically classified, and numerically coded for use in records and reports to provide a high degree of comparability and compatibility in statistical data.

The product of this project, a comprehensive classification or taxonomy of educational subject matter, will accomplish a great deal to solve the problem of a lack of comparability of data between elementary/secondary and higher education, and to provide a common language for describing subject matter at all levels of education.

Purpose and Uses

The purpose of this project is to produce a classification of curriculum subject matter in a hierarchical structure for all subject-matter areas, from prekindergarten to postdoctoral. Subject matter will be classified in logical, broad categories, with the categorical elements structured in descending orders of detail. All elements will be defined and systematically coded for application in records and reports in all educational agencies to achieve a high degree of comparability and compatibility of statistics about and related to subject matter. The intention is to publish and disseminate the document as a guide to comparability of subject-matter data in educational records and reports.

Publication

State Educational Records and Reports Series: *Taxonomy of Subject Matter for All of Education, and Other Selected Dimensions of Educational Information* (in process)

Project Officer: Quentin M. Hill

8.2. **Project**: Development of a Manual of Terms and Definitions About Students in Postsecondary Education

Description

The project will develop a manual of terms, definitions, and guidelines for use in postsecondary student records and in communicating or reporting about students among all types of postsecondary institutions, organizations, and agencies. Project scope includes students and potential students in proprietary schools, adult programs in public schools, area vocational-technical schools, and correspondence schools as well as those in higher education and other forms of postsecondary education. Special attention will be given in the manual to items of information describing:

- Student characteristics
  - -demographical and biographical data
  - -conditions and aspirations
- Student activities and status
  - -education
  - -employment
  - -military service
  - -other educational outcomes

Project procedures—involving inputs of numerous representatives of national organizations—are intended to ensure the validity and usefulness of data items and data-management practices to be included in the completed manual.

Purpose and Uses

The manual will provide guidance in selecting data items for student information systems. Guidelines will be included for safeguarding the confidentiality of student records. Extensive implementation of the terms of the manual is expected to maximize the validity of statistical information about postsecondary students, facilitate the collection of significant student data at all levels of educational management (local, State, and national), assist in the accurate and timely communication of data about students, enhance educational research, and promote accurate interpretation of student records and reports.

Publication

Anticipated in late 1977

Project Officer: John F. Putnam

8.3. **Project**: A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education

Description

This project will develop, in cooperation with the National Center for Higher Education Management Systems at WICHE, new procedures and bases for the categorization of reports about personnel in higher education. The traditional nomenclature is no longer adequate because such terms as "professor," "faculty member," and "graduate assistant" do not necessarily have the same meaning at all institutions. This project will develop terms for staff classification without regard for titles using functional descriptors such as "instructional staff," "professional-noninstructional," etc., so that NCES may acquire data by generic types.

The manual will contain the categories by function, descriptions of those functions, definitions of all terms used for descriptions, and aggregation and coding schemes. There will also be "crossover" or translation tables to related schemes.

Purpose and Uses

The manual provides a means and procedure for classification of personnel by the NCHEMS Program Classification Structure, and is related to the Staff Data Element Dictionary and personnel record systems. (See chapter 5, 5.1.6)

This project will support the higher education employee survey, both in the acquisition process and in the editing. It will permit institutions to compare themselves to normative standards of staffing.

This manual is designed for adoption by institutions of higher education, interested Federal agencies, States, and regional and research associations.

Publication

A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education, Second Field Review Edition, 1975
(NCES 75-105) This field review edition distributed; final edition in preparation

Authors: Dennis P. Jones (NCHEMS)
Theodore H. Drews (NCES)

8.4. **Project**: Higher Education Finance Manual, 1975

Description

This manual is intended to serve as a guide to higher education planners and managers in their understanding and use of institutional financial data. The terms and definitions contained herein are consistent with *College and University Business Administration - Administrative Service*, published in 1974 by the National Association of College and University Business Officers, and with the American Institute of Certified Public Accountants' *Audits of Colleges and Universities*, as amended August 31, 1974.

Purpose and Uses

Decreasing availability of resources and rising demands for higher education emphasize the need for superior financial accounting procedures for those who allocate resources to higher education, whether they are at the Federal, State, or local levels. The 13 percent (approximately) that the Federal Government contributes to the total current funds available to colleges and universities will not have its maximum impact if the other 87 percent is not fully and efficiently utilized.

This document should give the user sufficient understanding to make effective use of institutional financial data in decisionmaking.

The finance portion of the 1975 HECIS was revised to be consistent with the financial reporting procedures as specified by this manual.

Publication

Higher Education Finance Manual, 1975
(NCES 75-118) $1.35

Project Director: Paul Mertins

8.5. **Project:** Facilities Inventory and Classification Manual, 1973 (Higher Education)

Description

This manual constitutes a revision of the *Higher Education Facilities Inventory and Classification Procedures Manual,* published by the U.S. Office of Education in 1968, and used in that year by State facilities commissions throughout the country as a guideline for a facilities inventory of all institutions of higher education. Most States have continued to update these inventory data annually since then. At the time of the implementation of those procedures, most institutions lacked an adequate system of accounting for facilities in any meaningful way. Thus, the procedures contained in the first edition served as a prototype inventory system for States and institutions. As a result, data for most facilities are reasonably comparable, and many institutions have similar inventory systems.

Purpose and Uses

This manual will be another step in making higher education statistical data universally and internally consistent to permit aggregations of data for national summaries; comparisons among institutions by room use, program, subject-field; and investigations of trends.

Publication

Facilities Inventory and Classification Manual, 1973
(OE 74-11424) $1.95

Survey Director: Richard Petersen

8.6. **Project**: Revised Handbook II, *Financial Accounting Classifications and Standard Terminology for Local and State School Systems*

Description

This handbook includes classifications and definitions of finance data elements and their relationships with the resources, processes, and outcomes as defined and described in other handbooks in the State Educational Records and Reports Series. The elements and terms are those found to be needed at each level of operation–local, State, and Federal–and which have been accepted and adopted by a large number of representatives of the educational community through national and regional review conferences.

The cooperative project through which revised Handbook II was completed was coordinated by the Educational Data Standards Branch of the National Center for Education Statistics. The handbook presents definitions of (1) balance sheet, revenue, and expenditure accounts, and (2) definitions and classifications of funds, functions, objects, facilities, subject-matter areas, assignments of staff, and structure for program identification.

Purpose and Uses

Beyond the purpose of providing standard terminology for financial accounting and management in local and State school systems, and of augmenting long-term efforts to achieve comparability and compatibility of educational data and statistics, use of this handbook enhances an ability to interrelate finance information with program resource information and program outcomes, thus serving as a mechanism for assessing costs of programs in education. It is expected to provide a necessary component of program budgeting and accounting. It provides the cost vehicle for cost/effectiveness analysis.

Publication

State Educational Records and Reports Series: Revised Handbook II, *Financial Accounting Classifications and Standard Terminology for Local and State School Systems,* 1973
(OE 73-11800)

Project Officer: Charles T. Roberts

8.7. **Project**: Handbook II-B, *Principles of Public School Accounting*

Description

Handbook II-B, *Principles of Public School Accounting*, is a procedural guide for persons having responsibility for recording and reporting financial data and information about the operation of a school system. It begins with the accounting equation and leads the reader through such steps as opening the general ledger, recording the approved budget, balance-sheet preparation, periodic and annual reports, subsidiary journals, payroll procedures, special fund accounting, fixed-assets accounting, and program cost accounting. The procedures can be applied to any chart of accounts.

Purpose and Uses

Handbook II-B assists in the implementation of double-entry, accrual-based accounting in school-system finance operations by providing guide materials and sample daily transactions. It is a self-instruction tool, serves well as a training resource, and is a reference useful to school-system business managers and administrators.

Publication

State Educational Records and Reports Series: Handbook II-B, *Principles of Public School Accounting, 1967* (FS 5.222:22025) $1.25

Project Officer: Quentin M. Hill

8.8. **Project**: Revision of Handbook III, *Property Accounting for Local and State School Systems*

Description

The project will revise Handbook III, *Property Accounting for Local and State School Systems.* The work is designed to identify items and terms essential for description of school land, buildings, spaces in buildings, and school equipment, and to define and classify such items for inclusion in the revised manual. Through cooperative arrangements, nationwide agreement will be reached on all definitions of terms seen as important enough to be maintained in comparable form by all school systems. At least 14 national and regional conferences will be conducted to refine the new handbook and to bring about acceptance of the terminology.

Critically important in the project is the development of linkages of property record and report information to information in other school system files, thus promoting the developing concept of comprehensive systems of educational information. Not taken into consideration in the original Handbook III, published in 1959, these linkages are most important reasons for revision of the manual.

Purpose and Uses

Handbook III is one of the handbooks of standard terminology in the Office of Education's State Educational Records and Reports Series. The revision is intended to update the guide and to give it the capability of interrelating property data with data concerning finances, staff, pupils, educational programs, and the community. As a revised manual the handbook will not only provide a guide to essential comparability of school property data in records and reports, but also a basis for development of improved records systems having the potential of facilitating school and school system management. These qualities have direct bearing on educational program evaluation, and they are designed to provide better school property data at States and national levels than can now be collected.

Publications

State Educational Records and Reports Series: Handbook III, *Property Accounting for Local and State School Systems, 1959*
(OE-21019) 75¢

Guide for Implementing Handbook III, Property Accounting for Local and State School Systems, 1966
(FS 5.223:23029)

Project Officer: Ivan N. Seibert

8.9. **Project**: Revised Handbook IV, *Staff Accounting Classifications and Standard Terminology for Local and State School Systems*

Description

This handbook includes a list of the most commonly used terms to describe the characteristics of staff engaged in elementary and secondary education, classified into mutually exclusive and related categories, and coded for reference purposes. The terms are listed in one section, defined in another, described as examples of management in a third, and combined as units of measure in a fourth.

Salient features of the handbook are the definitions of classification of job positions (assignments), and their structural classification in a hierarchical skill arrangement applicable for education. This feature provides the education community with a mechanism for assessing its labor supply and demand on a skill basis.

The classified skills range from job descriptions for the topmost group of official/administrative skills, to professional skills and technical skills, to common labor.

Classification of the data elements is commensurate with a staff personnel subprogram information system and provides linkages for an educational program information system as part of a management-information system.

The project, one in a series of handbooks, endeavors principally to satisfy the need for standard terminology for educational management and statistical analyses. Input was received from representatives of all professional organizations of this level of the education community.

Purpose and Uses

These data elements provide (1) education program managers with standard terminology for developing information systems, and (2) the education community on the elementary-secondary education level with a mechanism for assessing its labor supply and demand.

Publication

State Educational Record and Reports Series: Handbook IV Revised, *Staff Accounting Classifications and Standard Terminology for Local and State School Systems, 1974*
(74-314 S/N 1780-0134) $1.75

Project Officer: Charles T. Roberts

8.10. **Project**: Handbook V (Revised) *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education*

Description

Student/Pupil Accounting is a thorough revision of the 1964 pupil accounting handbook developed to present terms and definitions for use in student records and in communicating about students among various units and levels of educational organization and with their respective publics. Information included assures adequate coverage accounting needs at elementary, secondary, community/junior college levels, and in adult education programs, with special attention to:

- personal identification
- family and residence
- physical, health, sensory, and related conditions
- mental, psychological, and proficiency test results and related student characteristics
- enrollment
- performance
- transaction
- special assistance and tuition

Guidelines are presented to aid school systems and individual institutions in developing policies for sound data management and confidentiality of student records.

Purpose and Uses

Widespread implementation of the revised handbook is expected to enahnce the quality of data about students,with increased validity, accuracy, and usefulness of student records and reports at school, local district, State, and national levels. The terminology of the handbook will be used as a standard language assuring greater precision in communicating about individual students and student groups.

Publication

Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education. State Educational Records and Reports Series: Handbook V, Revised, 1974
(NCES #75-315) $3.05

Project Officer: John F. Putnam

8.11. **Project**: Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*

Description

Handbook VI of the State Educational Records and Reports Series presents carefully identified, classified, and defined items of information and terms needed by local and State school systems for recording and reporting information about curriculum and instruction in elementary, secondary, community/junior college, and adult education programs. Information items included in the handbook were agreed upon—by a wide range of educators and noneducators—as necessary for achieving improved communications, comparability, and reliability of data about curriculum and instruction.

The handbook was published in 1970 as the product of an extensive cooperative project. The project required about 6 years for research, development, and editing for publication. Contributing to the substance of the handbook were 2 national committees, a technical committee, 13 *ad hoc* committees, 141 individuals at 9 regional conferences, 76 national professional organizations and Federal agencies, and others.

Purpose and Uses

The major purpose of the handbook is to provide a means for achieving significant comparability, compatibility, and combinability of information about curriculum and instruction throughout the Nation. The terminology is oriented to both public and private education agencies at the levels of elementary, secondary, community/junior college, and adult education. It provides a basis for the development of organized bodies of statistical information which can be instrumental in planning and evaluating curriculum and instruction—locally, statewide, and nationally.

Publication

State Educational Records and Reports Series: Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems, 1970*
(HE 5.223:23052) $4.35

Project Officer: John F. Putnam

8.12. **Project**: Handbook VII, *The State Education Agency*

Description

This manual of standard terminology applicable in operation of State education agencies is indended to aid in describing their activities and guide in comparably recording and reporting State education agency data. The manual contains a classification of defined items and terms for describing functions of State departments of education and education authorities, and such agencies' personnel, property, financial aspects, and educational programs, all arranged in a systematic coding structure. The manual was developed with the assistance of an eight-member technical committee representing the States, and the support of a Federal grant under title V (Sec. 505), ESEA, to the Kentucky State Education Agency acting in behalf of all the States through liaison arrangements with all States.

Purpose and Uses

The Council of Chief State School Officers, by resolution in 1968, requested the Office of Education to undertake cooperative development of this project as a step towards solving the problem of a lack of comparability and compatibility of State education agency information.

The manual—a guide to comparability of State education agency records and reports information—is used in agency management, and serves the making of educational policy at the State level, the fulcrum in the American system of education. It is intended to achieve, at the State level, the high comparability of educational information attained through other handbooks in the State Educational Records and Reports Series applicable to specific aspects of local school systems (finance, staff, property, curriculum and instruction, and pupils).

Publication

State Educational Records and Reports Series: Handbook VII, *The State Education Agency, Handbook of Standard Terminology and Guide for Recording and Reporting Information About State Education Agencies*, 1971
(GPO Stock No. 1780-0822) $1.75

Program Specialist: Ivan N. Seibert

8.13. **Project**: Development of Handbook VIII, *Standard Terminology About Community Characteristics*

Description

This project will develop a handbook of terms and definitions about community characteristics significant in educational administration and planning. The handbook will include key items of information—their terms, definitions, sources, and uses—for describing aspects of (1) local population and school enrollments, (2) economy, (3) land use, and (4) community organization and communications.

This area of information differs from areas in other handbooks of the State Educational Records and Reports Series in that most of the information items have their source outside the school system. Consequently, initial work was carried out by an interdisciplinary team at the Center for Urban Affairs and Community Services at Miami University, Oxford, Ohio. The national advisory committee for this work included persons representing the fields of sociology, geography, economics, and community planning; curriculum development and educational administration in elementary, secondary, junior college, and higher and adult education; local school boards; and State departments of education.

Purpose and Uses

Traditionally, public elementary and secondary schools have been operated by and for the local community. With the increasing size and complexity of both local communities and local school systems, communication between community and schools has become increasingly difficult. Nonpublic schools and higher educational institutions have experienced similar difficulties in communicating with their patrons, publics, and constituencies.

Educators have asked for help in (1) identifying those items of community information which are of the greatest significance and usefulness, (2) developing definitions assuring common understanding among educators and others, (3) assigning appropriate terminology to facilitate accurate communication and reporting, and (4) suggesting appropriate ways of obtaining, analyzing, and using the information for strengthening educational programs at all levels through improved planning procedures and through enhanced communication with the schools' publics.

Publication

State Educational Records and Reports Series: Handbook VIII, *Community Information and the Schools* (in process) (project inactive as of January 1, 1976)

Branch Chief: Allan R. Lichtenberger

8.14. **Project**: Development of Handbook IX, *Terminology on Adult/Continuing Education*

Description

Handbook IX, a manual of defined and classified descriptors for use in records and reports about adult education and continuing education, has been ready for initiation for a number of years. Although postponed for numbers of reasons, it remains part of a firm plan to enhance the recording and communication of comparable and compatible information about adult education and continuing education. Ironically, these highly important and rapidly growing areas of education are not well reported, in part because of lack of standardized descriptors.

The terms to be agreed upon will be those significant for adult and/or continuing education in any setting, including public and private schools, colleges and universities, junior-community colleges, business, industry, and churches. Sources of terms to be considered for inclusion in the manual include the adult-education Educational Resources Information Center word list, literature, survey forms, adult educators, and any others promising to yield terms considered important descriptors in this area of educational data.

Purpose and Uses

A major purpose of the project is one of achieving general use of the defined and classified terms resulting in high degrees of comparability, compatibility, and combinability of data in the total yield of adult/continuing education. In the same manner, the manual is seen as having value in administering, planning, and evaluating all aspects of adult education programs.

Publication

Handbook IX, *Adult/Continuing Education–Defined and Classified Terms* (planned)

Branch Chief: Allan R. Lichtenberger

8.15. **Project**: Handbook X, *Educational Technology—A Handbook of Standard Terminology and A Guide for Recording and Reporting Information About Educational Technology*

Description

This project is concerned with development of classifications, terminology, definitions, and units of measure for processes, concepts, terms, objects, and personnel categories in educational technology. Based on the broad concept of educational technology, the project covers preschool through all types of postsecondary education. Components include the learner, learning resources (materials, devices, techniques, setting, content, and staff), and learning resources development functions (research, design, production, evaluation, logistics, and utilization). In addition to the various media in traditional instruction, the handbook covers application of concepts such as educational broadcasting, computer-assisted instruction, and computer-managed instruction to nontraditional settings and audiences.

As in the other handbooks of the State Educational Records and Reports Series, this handbook was developed cooperatively. A national planning group of personnel from each of approximately 20 organizations or associations with an interest in this field continuously reviewed materials. The second draft was reviewed in 10 regional meetings by representatives of those organizations or associations.

Purpose and Uses

To Improve Learning (1970), report of the Commission on Instructional Technology to the U.S. Congress and the President, called attention to the lack of reliable and valid data on the use of educational technology; it emphasized that a major barrier to collecting, analyzing, and reporting reliable information regarding educational technology is the lack of clearly defined concepts and standardized terminology. This handbook should serve to assist in planning and decisionmaking, and to establish, improve and insure compatible recording and reporting of educational technology data. The terminology will be used as a standard language to assure greater precision of communication among various units and levels of educational institutions and their respective publics.

Publication

State Educational Records and Reports Series: Handbook X, *Educational Technology—A Handbook of Standard Terminology and A Guide for Recording and Reporting Information About Educational Technology* 1975, $3.40

Project Officer: Ivan N. Seibert

8.16. **Project**: Combined Glossary

Description

This project has resulted in publication of a manual which brings together terms and their respective definitions as found in the several handbooks of standard terminology constituting the State Educational Records and Reports Series. Terms are listed and defined in alphabetic order, with appropriate cross-referencing, and with a coding system to show the handbook source of the definition and the chronological sequence of its development throughout the series of handbooks. Terms relating to subjectmatter areas and specific courses are keyed to the appendix for definition. The appendix contains a reproduction of chapter 6 of Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems.*

Purpose and Uses

The handbooks of the State Educational Records and Reports Series have been cooperatively developed as guides to State and local school systems in the achievement of a high degree of comparability and compatibility of records and reports information. Because of the many hundreds of classified and defined terms, users who seek to use standardized terms must search through a shelf of these handbooks. The combined glossary, kept current, provides a ready reference for definitions of specific terms when the user is seeking a definition only and is not concerned with the classification structure. In its feature of including provisionally defined, new terms, it serves as a vehicle for identifying needed descriptors, defining them, and putting them to use much more quickly than in the past. A major objective of this project is to provide for periodic updating through appropriate revisions, additions and deletions. Such updating will maintain the alphabetical character of the glossary and will be amenable to subsequent publication.

Publication

State Educational Records and Reports Series: *Combined Glossary, Terms and Definitions from the Handbooks of the State Educational Records and Reports Series, 1974*
(GPO Stock No. 017-080-01389-4) $5.25

Program Specialist: Ivan N. Seibert

Chapter 9

DEVELOPMENTAL PROJECTS

Project summaries of this chapter are numerous, in keeping with the expanding role of NCES. Several themes are prominent:

(1) *Newly prominent educational activities*–e.g., studies of instructional technology, junior colleges, and programs in environment and ecology.

(2) *Increased understanding and analysis of existing categories of statistics*–e.g., the study of school staffing patterns.

(3) *Exploitation of data bases from other organizations*–e.g., a system to obtain data by school district from the 1970 Census of Population and Housing.

(4) *Policy-relevant studies*–e.g., the project on barriers to postsecondary education for women.

(5) *Survey consolidation*–e.g., the survey to produce a consolidated program information report.

(6) *Educational outputs*–e.g., the investigation of educational indicators, the construction of an anchor test for reading achievement, and the attempt to make a national assessment of educational progress.

(7) *Cohort analyses*–e.g., the longitudinal study of educational effects.

Several major studies are of potential significance to the accountability and cost-effectiveness thrusts of the times. *The National Assessment of Educational Progress* for the first time will provide performance benchmarks on nationally representative samples of the population (over time or over a period of years) in achievement areas such as science, mathematics, citizenship, social studies, and reading. Benchmark data in science, writing, citizenship, and reading are now available. *Longitudinal Study of Educational Effects* will follow students through school and postschool experience. Those studies, along with *Educational Indicators,* are a major source for those who wish to relate educational inputs to outputs.

Following are descriptions of the projects not covered in the preceding chapters organized under two subheadings, *Survey Systems* and *Special Measures and Analyses.*

9.1. Data and Survey Systems

9.1.1. **Project**: Common-Core-of-Data Program

Description

The Common-Core-of-Data Program (CCD) is designed to fill current gaps in policy-relevant educational data, to facilitate provision of information needed on a recurring basis, and to increase the usefulness of data to meet the needs of educational policymakers at all levels. National data-collection efforts in education continue to be seriously restricted by delays in reporting, missing data, nonresponse, and ambiguous information, which result inevitably and directly from the lack of standardization in educational data elements, recordkeeping, definitions, reporting procedures, and educational practices. Data needed for Federal policy purposes cannot be collected on a comparable basis until State, local, and institutional data sources are assisted in adhering to common standards through comprehensive and integrated data-collection systems.

Highest priority is currently being given to meeting the information needs of policy and decisionmakers at the Federal level, but State, local, and institutional educational decisionmakers will also be supported through the development of this integrated, interlocking system of educational statistics. Activities under the first phase of the CCD Program, while resulting in near-term products responsive to data needs at the Federal level, will simultaneously be providing building blocks for the long-term program.

In later phases, the Federal Government expects to play a leadership role in stimulating development of an integrated Federal-State-local data system. Since data about education are largely generated at the local level, where the student-teacher interaction takes place, a major long-term policy of CCD is to improve the collection, storage, and analysis of data at the local level (working through the State educational gencies in the case of public education) by providing standards, system design guidelines, and technical assistance.

Major Components of CCD

CCD includes two major components designed to improve the quality, timeliness, and utility of statistical data:

(1) Development of Federal statistical cores of data for elementary-secondary and postsecondary education.

(2) Provision of assistance to State and local education agencies and institutions for the improvement and automation of their statistical and data-collection activities.

Details on the purpose and status of each of the CCD program components follow:

Federal Statistical Cores of Data for Elementary/Secondary and Postsecondary Education

The Federal cores of data will provide the recurring statistical data required by the Education Division. Development of the cores is being conducted by NCES in conjunction with representatives of the Office of Education and personnel from State and local education agencies and institutions.

Elementary/Secondary Data Core

1. Activities for Fiscal Year 1976

A census of local school systems, intermediate educational agencies, and State educational agencies is being developed and planned for full-scale implementation for school year 1977-78. The objective of this project is to

assemble a comprehensive data base of elementary/secondary data for use by educational administrators, planners, and researchers. The structure of this data base is being designed to provide increased analytic capability to policy analysts within the Federal Government such that major policy issues can be more effectively addressed.

A series of conferences between Federal, State, and local school officials is being conducted to perfect the reporting formats and decide upon the contents to be included in the data base. Since all State educational agencies collect data from local school systems in the form of annual reports, it is expected that these State agencies can provide most or all of the needed data without imposing additional burden upon local school systems, with the State agencies serving as the data source.

A rigorous field test will be undertaken in each State late in FY 1976 to determine the feasibility of the data-base design and provide accurate estimates of the cost of providing data from these State sources.

2. Plans for Fiscal Year 1976

Complete the data-base design, perfect the reporting formats, and conduct an extensive field test in each of the States.

Conduct a study to determine the automatic data-processing requirements for developing and managing the data base.

Postsecondary Data Core—An analysis of issues in postsecondary education and a general delineation of the data required to address these issues was completed in FY 1975. Following completion of a more detailed identification of the required data elements, a study to assess the capabilities of postsecondary respondent institutions to provide data for the proposed Federal core of data for postsecondary education will be conducted beginning in FY 1976. Based on the findings of this study, instrumentation and related materials needed for data collection will be developed.

Assistance to State and Local Education Agencies and Institutions

During 1975, NCES has initiated comprehensive planning for a multi-year program to assist State and local agencies in improving and automating their systems for the acquisition, maintenance, retrieval, and utilization of statistical data. This study, covering all levels of education from nursery school through postdoctoral study, will identify strategies for effective assistance and assess the degree of improvement and automation in State and local statistical systems which can be realistically obtained through various alternative strategies.

A detailed set of objectives for systems improvements, against which States can evaluate their assistance needs, will be developed to ensure that the study will provide concrete alternatives, specifying timeframes and costs for completion. The objectives will include improvements such as installation of forms-management procedures; development of data collection, editing, and reporting modules to meet requirements of the Education Division's Annual Data Acquisition Plan; development of methodologies for accessing the proposed elementary/secondary Federal core data; implementation of data standards for recordkeeping and reporting; installation of data-acquisition plan for local agency reporting development of an integrated, computer-based State-level information system; and installation of interactive systems, instructional support services, and integrated State-local networks.

The assistance study analysis will document both individual State needs and across-State requirements. Similarities and differences in the types of assistance appropriate to the different levels of education (i.e., elementary/secondary;

postsecondary) will be highlighted. Particular emphasis will be given to individual State laws or regulations which may permit or prohibit the successful implementation of various types of improvements. The multiple assistance alternatives that are available to the States will be enumerated and reviewed for the degree of improvement and automation which they can offer. Types of assistance might include provision of consultative services by NCES staff, conduct of workshops and training programs sponsored by the Center, and contractors with State or local agencies for the accomplishment of specific systems improvement objectives. Estimates will be provided on the resources, including both dollars and manpower, required for NCES and/or the State and local agencies to implement each of the alternative strategies. The result, after incorporating State, local, and institutional comments and suggestions, will be a plan of assistance to help State and local agencies improve the quality and timeliness of statistics required for their own management, allocation of their resources, and program planning at all govenmental levels.

Within the resources available for assistance to State and local agencies, the Center will seek to meet the identified needs over a period of years commencing in fiscal year 1976. Representatives of the Education Division and the Council of Chief State School Officers' Committee on Evaluation and Information Systems (CEIS), the State Higher Education Executive Officers' Association (SHEEO), and other groups, as appropriate, will participate in the design of specific technical assistance products and services.

Plans for Fiscal Year 1977 :

Negotiate agreements with the State educational agencies intended to produce data for local, intermediate, and State agencies.

Provide technical assistance to State educational agencies to develop efficient systems to extract, compile, and transmit the data needed for the elementary/secondary core.

Purpose and Uses

The products resulting from activities under the first phase of the program will provide greatly increased statistical capabilities at the Federal level. The data-base strategy, together with the planned program of assistance to State and local agencies, is expected to improve data quality and reduce redundancy and burden associated with data collection from State and local agencies and institutions. Moreover, the establishment of compatible data collection among States will be an important asset to the State management of publicly funded educational resources. In addition, such products as the elementary/secondary and postsecondary data-base designs may be useful as models for State and local agencies in developing or refining educational information systems.

Publications

Products of four grants to develop State and local user requirements for the Common Core of Data, available from NCES include:

"Identifying User's Requirements for the Financial Module of an SEA System" (Michigan) – 1973

"A Different Approach to Educational Information Systems Design" (New York) – 1973

"Planning the Financial Subsystem of the Rhode Island Management Information System" (Rhode Island) – 1973

9.1.1. **Project**: Common-Core Data Program–Continued

"Identification of State and Local User Requirements of a Finance Module for the Common Core of Data" (Texas) – 1973

Other products of Common Core development include:

"Proceedings of the Seminar for State Personnel on the Planning for the Common Core of Data for the Seventies" – 1972

"The Federal Core of Data for Elementary/Secondary Level" – 1974

Volume I – "Analysis of Issues and Information Requirements for Design of the Federal Statistical Core of Data"

Volume II – "Definition of the Federal Core of Statistical Data"

"Federal Policy Issues and Data Needs in Postsecondary Education" – 1974

"Feasibility of Implementing the Federal Elementary/Secondary Data Core" – 1975

Project Officer/Principal Staff: Roy Nehrt, Donna C. Mertens

9.1.2. **Project**: Consolidated Program Information Report

Description

The Consolidated Program Information Report (CPIR) was used for the first time to collect nationally representative statistical data from local education agencies on federally assisted programs for fiscal year 1969. This instrument was developed by the Federal/State Task Force on Educational Evaluation in order to consolidate and improve the reporting of statistical information required by several bureaus in the Office of Education and to provide consolidated program statistics for State education agencies.

The CPIR collects data on participation, staffing, and expenditures of specifc federally aided programs that offer educationally oriented services of the Elementary and Secondary Education Act (ESEA), the National Defense Education Act (NDEA), title IV of the Civil Rights Act (CRA), the Vocational Education Act (VEA), the Adult Education Act of 1966, and the Follow Through section of the Economic Opportunity Act (EOA).

For the 1971-1972 school year, data were collected from 2,600 local educational areas (LEA's), with enrollments of over 300 representing a systematic stratified random sample of LEA's on a State-by-State basis. This sample was used to make State-by-State projections.

Of these 2,600 districts, 830 represent a systematic stratified random sample of all LEA's in the Nation with enrollments of over 300. An additional 188 LEA's were added to the sample with certainty in order to include all LEA's with title VII, title VIII, or Follow Through programs.

The sample for the 1972-73 survey was drawn from a fall 1972 universe of 11,666 LEA's. State samples were not selected but a region parameter was included. The sample consisted of 756 LEA's representing a stratified random sample of all LEA's in the Nation with enrollments of 300 or more. An additional 200 LEA's were selected with certainty in order to report all LEA's having title VII, title VIII, or Follow Through programs. The 1972 and 1973 samples were used for national projections.

Purpose and Uses

At the national level, CPIR information is currently being used in four major ways:

(1) to develop and review the Office of Education's budget request and to support the budget request before Congress;

(2) to perform program-planning functions;

(3) to provide testimony for congressional hearings on the extension of ESEA;

(4) to respond to frequent requests for information from Congress, from offices within the Office of Education, from the Department of Health, Education, and Welfare, from other Federal agencies, and from nongovernmental groups.

The National Center for Education Statistics and the Office of Education also anticipate using CPIR data for:

(1) longitudinal analyses of trends in program expenditures and participation;

(2) evaluation of the targeting of program funds to regions of the country and to particular groups of students;

9.1.2. **Project**: Consolidated Program Information Report–Continued

(3) recommendations to reallocation of funds for new program activities.

At the State level, CPIR data are being used to provide a coordinated view of Federal programs for State agency monitors and program planners. CPIR data help these officials determine the extent to which programs and services reach schools and pupils as intended, to assess the elements of program/service effectiveness and efficiency at the local level, and to satisfy the statistical reporting needs required of those utilizing Federal funds.

Publications

"Participants in and Expenditures for ESEA Title I Programs Operated By Local Education Agencies in Fiscal Year 1972."
NCES Management Bulletin #19, July 12, 1974

Neglected or Delinquent Children Living in State-Operated or Supported Institutions, Fiscal Year 1971

Neglected or Delinquent Children Living in State-Operated or Supported Institutions, Fiscal Year 1972

The 1971 Consolidated Program Information Report–A Pilot Study of State Survey Practices

National Estimates of Pupil Participation, Staff, and Expenditures, Consolidated Program Information Report, 1972

Consolidated Program Information Report, The Migrant Program, 1971-72 Regular and 1972 Summer School Terms

Consolidated Program Information Report, Title II of the Elementary and Secondary Education Act and Title III of the National Defense Education Act, 1971-72 Regular and 1972 Summer School Terms

Consolidated Program Information Report, The Bilingual Education Program, 1971-72 Regular and 1972 Summer School Terms

Consolidated Program Information Report, The Dropout Prevention Program, 1971-72 Regular and 1972 Summer School Terms

Consolidated Program Information Report, The Follow Through Program, 1971-72 Regular and 1972 Summer School Terms

Pupil Participation, Staffing, and Expenditures in Federally Aided Programs Operated by Large School Districts, 1973 Consolidated Program Information Reported

National Estimates of Pupil Participation, Staffing, and Expenditures, Consolidated Program Information Report, 1973 (in process)

Tapes

1972 CPIR (Consolidated Program Information Report) (covers school year 1971-72)

1973 CPIR (Consolidated Program Information Report) (covers school year 1972-73)

Project Officer: Beulah K. Cypress

9.1.3. **Project**: Statistical Survey of Elementary Schools

Description

The Elementary School Survey will collect information on elementary school pupils whose services have been the subject of Federal legislation. Pupil populations will include the economically and academically disadvantaged, the handicapped, pupils from non-standard-English-speaking environments, children from migrant families, and neglected and delinquent children. Objective is to assess the scope of services being received, the magnitude of need, characteristics of the pupils, and the process by which services have been delivered to them, including sources of funding.

Purpose and Uses

The most important use of data to be derived from this survey is to provide answers to basic policy questions, to account for structure and conduct of programs. The policy questions deal with the equitable receipt of services by the pupil population in accordance with objectives.

Publications

None

Project officer: John Sietsema

9.1.4. **Project**: Redesign of Statistical Survey of Secondary Schools

Description

The Statistical Survey of Secondary Schools (SSSS) is being developed to collect information at the secondary levels (grades 7-12) on the extent to which target-group populations are being served by various federally funded programs, including ESEA titles I, II, III, VII, VIII, IX; NDEA III; EHA, Part B; and the Vocational Amendments of 1972. Current redesign of the SSSS includes strengthening of policy questions for the federally funded programs listed above and the administration of a limited-scale pilot test. The policy questions consist of a series of documents defining the basic issues surrounding the management and administration of the Federal programs listed above. They formed the basic framework from which survey design and questionnaire items will be derived.

When the problem analysis is completed, a revision of questionnaires and procedures to be used in the pretest will be completed and the refining of the research design plans and development of sample specifications will be concluded in preparation for a nationally representative pretest to be conducted in fall 1976. Activities during the latter part of 1976 include administration of a nationally representative pretest, a validation study, and analysis of the data collected and the survey procedures. This pretest is the last test of the survey instruments and procedures prior to national implementation in spring 1977.

Purpose and Uses

The major purpose of the Secondary School Survey is to provide information concerning:

(1) types of services and activities provided for students by federally supported and some non-federally supported programs;

(2) characteristics of the districts, schools, and the teachers who participate in the delivery of services and activities;

(3) characteristics of students who receive or who do not receive various types of services or activities.

Data collected in fall 1976 and spring 1977 are to be used to manage, assess, and evaluate current programs, and to form a basis for recommending legislative or administrative changes to existing Federal support.

Publications

None at this time

General supervision: Yeudel Harris

9.1.5. **Project**: Study of Inservice Teacher Education

Description

The current concern regarding the surplus of teachers and the accompanying reduction of teacher turnover rate prompted a renewed emphasis on staff development programs. It has combined with fiscal crises in many school districts, teacher shortages in specific areas, and the increased effectiveness of teacher organizations in insuring continued employment for present teachers to make inservice education a major area of current decisionmaking. Thus, a strong data base of characteristics and trends in inservice education needs to be developed to determine the kinds of programs needed in this area.

To this end, NCES and Teacher Corps have initiated a study of Inservice Education to develop a base on which future large-scale surveys of the present practices and problems in inservice teacher education can be directed. Results will be interpreted in terms of policy for Teacher Corps, Bureau of the Handicapped, Office of Bilingual Education, and other programs in the Federal Government which sponsor large-scale teacher-training activities. Major tasks have included a thorough analytic review of the literature, preparation of position papers on issues in inservice teacher education, and conduct of more than 1,000 interviews with teachers, higher education administrators, community members, State education officials, city education officials, representatives of Congress, foundations, and U.S. Office of Education programs concerned with teacher preparation. Results of this phase will be identification of the current data needs in the inservice teacher education area.

Specifically, the study provides a basis for developing instruments to survey present practices in inservice teacher education, with respect to the kinds of structures used for it, trainers, incentives, governance practices, and funding practices. Additionally, this development work will lay a base for determining the kinds of persons who should be sampled with respect both to present practices in teacher education and the issues in the field. Subsequent phases include a pretest with Teacher Corps populations, a pilot survey, and a full-scale survey (fall 1977).

Purpose and Uses

A strong data base of characteristics and trends in inservice teacher education is the ultimate goal of this multiphased study. The results will provide policymakers with information to determine legislation required for stimulating changes and bringing coherence to staff development, inducing corrections in the undersupply of teachers in shortage areas, and supporting educational reform in critical areas involving the poor and urban and rural minorities.

Publications (in process)

Literature Review on Inservice Teacher Education

Position papers on major issues confronting inservice teacher education; e.g., incentives, conditions, consortia and modes of instruction

Study of Inservice Teacher Education: Overview of Findings

An Assessment of User Needs

Project Officer: Shirley A. Steele

9.1.6. **Project**: Pilot Survey of Limited-English-Speaking Persons From Non-English-Dominant Environments

Description

This is an activity being carried out in connection with the national assessment of bilingual needs mandated in section 731(c) of the Bilingual Education Act, section 105, P.L. 93-380. NCES prepared a series of questions which were added to the July, 1975, Current Population Survey (CPS) of the Census Bureau to elicit information on the extent to which households and persons in a sample of 45-50,000 households may be non-English-dominant as defined in section 703(a)(1) of the Act. Information was gathered for all household members, but responses will be specifically sought for individuals 4 years of age and older. Preliminary data, which included information on income and labor-force status, will make possible national estimates by age category of persons from non-English-dominant environments through the questions on place of birth, descent or origin, language usually spoken in the household and other language(s) spoken, mother-tongue, etc. In addition, estimates of total numbers will be available nationally for major language categories; however, State estimates will not be available because of the small sample size.

Purpose and Uses

This survey has served as a pilot for the main survey of limited-English-speaking persons from non-English-dominant environments to be conducted by the Bureau of the Census in spring 1976. The questionnaire used in the main survey was modeled on the CPS supplement. Findings from this survey will be included in an addendum to the Commissioner of Education's first report to Congress on the condition of bilingual education in the United States.

Publications

Report to the Congress

Other publications as indicated

Survey Director: Charles Hammer

9.1.7. **Project**: Survey of Limited-English-Speaking Persons from Non-English-Dominant Environments

Descriptions

This survey is the main vehicle of the NCES response to section 731(c)(1)(A) of the Bilingual Education Act, section 105(a)(1), P.L. 93-380, to count the number of children and other persons with limited-English-speaking ability. The survey has been planned in coordination with various agencies in the Education Division and the Department, with input and design suggestions and modifications from the Bureau of the Census. The survey (approximately 190,000 households will be sampled) will be conducted by the Bureau of the Census in spring 1976.

Questions regarding language include origin and descent, place of birth, mother tongue, language usually spoken in the household and by each household member, and English-language proficiency. Other questions include information on family income, labor-force status, and health and disability.

National estimates will be provided on the number of children and other persons with limited-English-speaking ability as well as State estimates for the major language groups.

Purpose and Uses

Data from this survey will be used to prepare the report assigned to NCES by section 501(b)(4) of P.L. 93-380 on the results of the survey and due July 1, 1977. It will also provide input for the November 1, 1977, report on the condition of bilingual education, which will include a 5-year plan for extending "programs of bilingual education and bilingual vocational and adult education programs" to all persons of limited-English-speaking ability and "an assessment of the number of teachers and other educational personnel needed to carry out programs of bilingual education . . . for persons of limited English speaking ability."

In addition, each State will have available to it the findings of the survey.

Publications

Report to the Congress

Other publications as indicated

Project Director: Leslie Silverman

9.1.8. **Project**: Fall 1975 Survey of State Education Agencies

Description

State education agencies were surveyed in connection with the national assessment of bilingual needs mandated in section 731(c) of the Bilingual Education Act, section 105(a)(1) of P.L. 93-380, to determine the availability of statistics on the State level on the following: the numbers of limited-English-speaking persons from non-English-dominant backgrounds, programs to meet their needs, and on personnel working in such programs. States were also asked to supply information on State certification for bilingual personnel.

Purpose and Uses

Information obtained will be included in the Commissioner of Education's first report to the Congress on the condition of bilingual education in the United States.

Publications

Report to the Congress

Report on Survey & State Agencies

Report on State Certification Requirements for Personnel to Work with Bilingual Programs

Project Director: Dorothy Waggoner

9.1.9. **Project**: Study of Bilingual Education Programs in Institutions of Higher Education

Description

This study is being carried out in connection with the national assessment of bilingual needs mandated in section 731(c) of the Bilingual Education Act, section 105, P.L. 93-380, and consists of two interrelated surveys. The first-phase survey is a census of all colleges and universities to identify institutions offering or planning to offer programs or courses that prepare teachers and other education personnel to work with or instruct persons of limited-English-speaking ability as defined under the Bilingual Education Act, title VII of the Elementary and Secondary Education Act of 1965, as amended, section 105(a)(1) of Public Law 93-380. The second-phase survey is a followup of those institutions responding affirmatively to the first-phase survey and will request more detailed information covering the following: training programs offered (both pre- and in-service), scope and content of programs/courses, curriculum requirements, practicums/field work required, faculty/staff, enrollment student characteristics, admission requirements, and budget.

Purpose and Uses

Survey results will be used in an addendum to the U.S. Commissioner of Education's November 1, 1975, report to the Congress and the President on the condition of bilingual education in the United States and in the Commissioner's mandated November 1, 1977, report.

Publications

Directory of Colleges and Universities Offering or Planning to Offer Programs or Courses to Train Education Personnel In Bilingual Education

Project Director: Ronald Pedone

9.2 Special Analyses, Methods, and Measures

9.2.1. **Project:** Analysis of the Educational Personnel System in the United States

Description

Integrated analytical models of the supply of and demand for teachers and other education professionals are being developed for use in statistical planning. Significant variables are identified and parameters estimated by testing the models with data from such sources as the Elementary and Secondary General Information Survey (ELSEGIS) and the School Staffing Survey of the National Center for Educational Statistics, from the individual files of the San Diego school district and the Michigan State Department of Education, and from the college student files of the American Council on Education. Models balancing supply and demand are also designed and treated. Sensitivity analysis is employed to indicate the relative importance of various categories of data concerning the supply of and demand for education professionals.

Purpose and Uses

These models are intended to guide NCES in collecting, processing, and disseminating educational manpower statistics. These statistics will be potentially useful for analysis of educational manpower policy and planning issues at the national, State, and local levels. Models of the type developed in this project will be addressed to such questions as: Do school districts adjust their demand for teachers in response to changes in teacher salaries? What factors influence retention rates, longevity, earnings profile, and mobility of teachers? What is the relationship between pupil/teacher ratios and the use of nonteaching professionals?

Publications

(Available from the Rand Corporation, 1700 Main Street, Santa Monica, California 90406)

Analysis of the Educational Personnel System

David Greenberg and John McCall, *I: Teacher Mobility in San Diego*
R-1071-HEW, 1973

David Greenberg and John McCall, *II: A Theory of Labor Mobility with Applications to the Teacher Market*
R-1270-HEW, 1973

Stephen J. Carroll, *III: The Demand for Educational Professionals*
R-130S-HEW, 1973

Emmett Keeler, *IV: Teacher Turnover*
R-1325-HEW, 1973

Stephen J. Carroll and Kenneth F. Ryder, *V: The Supply of Elementary and Secondary Teachers*
R-1241-HEW, 1974

Kenneth F. Ryder and Bruce M. Juba, *VI: Staffing Patterns in U.S. Public Schools*
R-1342-HEW, 1974

David Greenberg and John McCall, *VII: Teacher Mobility in Michigan*
R-1343-HEW, 1974

9.2.1. **Project**: Analysis of the Educational Personnel System in the United States--Continued

Stephen J. Carroll, David Greenberg, Emmett Keeler, John McCall, and Kenneth F. Ryder, Jr., Analysis of the Educational Personnel System: VIII: Overview and Summary, R-1344-HEW, forthcoming

Project Officer: William Dorfman

9.2.2. **Project**: A Comparative Analysis of Teacher Supply and Demand in Four Countries

Description

This study will compare the problem of supply and demand for elementary and secondary school teachers in four countries—the Federal Republic of Germany, Sweden, the United Kingdom, and the United States. Data collected will include current estimates of supply and demand for newly trained and inexperienced teachers and current protections of supply and demand. Methodologies employed to derive this information will be determined, and data will be collected on the uses made of this information by those agencies that influence the supply and demand situation.

A component of the supply and demand issue is the system of teacher-training. The nature of the teacher-training programs will be assessed, and information will be compiled on the types of programs available, the kinds of institutions providing them, their requirements for admission, and the length and cost of the training. Sources of financial support provided to the institutions and the teachers will be researched and reported.

Purpose and Uses

Results obtained from the supply and demand process in the three foreign countries will provide valuable comparison with the system in the United States and will have useful application to current United States education manpower policy decisions at the Federal, State, and local levels. Further, this study responds to the congressional mandate in the Education Amendments of 1974 (P.L. 93-380) to "review and report on education activities in foreign countries."

Publication

A Comparative Analysis of Teacher Supply and Demand in the Federal Republic of Germany, Sweden, the United Kingdom and the United States (in process)

Project Officer: Stafford Metz

9.2.3. **Project**: Output Indicators in Postsecondary Education

Description

This exploratory study develops a conceptual structure for output indicators in postsecondary education, determines the needs of Federal agencies for these indicators, identifies and evaluates existing data sources and files, determines the adequacy and cost of direct and derived measurement, designs a sample set of indicators, and recommends NCES strategy to revise its data-acquisition and-analysis program.

Purpose and Uses

Output indicators include measures of student satisfaction performance, survival, learning, postschool experience, and contribution to society. These indicators provide guidance in planning NCES data acquisition and analysis, and make a contribution to such NCES studies as the National Longitudinal Survey, the household survey of young adults, and the Common Core of Data. Support will be provided for planning and evaluation of Federal and State programs of financial assistance in postsecondary education.

Publications

One or more monographs are planned

Project Officer: William Dorfman

9.2.4. **Project**: Indicators of Equality/Inequality of Educational Opportunity

Description

The study consists of several related tasks to identify and elaborate indicators of equality/inequality of educational opportunity in elementary/secondary education for policy purposes which the Center may develop. A conceptual scheme for indicators is linked to key issues in education with particular emphasis on those which are resource related. The needs for indicators by Federal and State planners are determined and the extent to which these needs are met is assessed. An in-depth analysis is made of the 4900 school districts on the census/ELSEGIS tape to determine the relationship between such institution characteristics as per-pupil expenditures or pupil/teacher ratios and such demographic characteristics as per capita income. Currently available data are also analyzed to test concepts and evaluate existing uses of indicators. A report for external distribution will summarize the status of equality of educational opportunity and point the way for other investigators. A management report will indicate data requirements, recommend modification of NCES surveys, and propose new surveys and analyses.

Purpose and Uses

A major issue in American education today is the extent to which money, manpower, and material are equitably distributed among local educational agencies. This issue has been raised in many recent court cases (e.g., the Serrano decision in California) and is addressed in current efforts to revise State formulas of allocation. In particular, a widespread concern that children disadvantaged with respect to low income, minority status, and bilingual home environments may not receive shares of educational resources appropriate to their needs has been displayed in the 1965 Equality of Educational Opportunity Survey and in various evaluations of Federal Compensatory and Emergency School Assistance Programs.

The results of this investigation will contribute to a congressionally mandated report on the Condition of Education and will assist in setting Federal and State policy in education. Findings will be used also in planning the NCES program of data collection and analysis.

Publications

Indicators of Equality/Inequality of Educational Opportunity (planned)

Project Officer: William Dorfman

9.2.5. **Project**: Sex Discrimination in Education

Description

This project is an assessment of the magnitude of sex discrimination in education in three areas.

(1) Employment practices of professional personnel in public and nonpublic schools, institutions, and agencies from preschool through postsecondary education.

(2) Guidance and counseling services and materials in public and nonpublic schools and institutions from junior high through postsecondary education.

(3) Access to postsecondary public and nonpublic education.

It will result in a critical report of sex discrimination in education, for each of the three areas, based on a survey of the research literature, including statistical studies. Each report will include an annotated bibliography.

Purpose and Uses

The project is authorized by section 408(f)(4) of the Women's Educational Equity Act (Public Law 93-380). The three reports will be submitted to the Advisory Council on Women's Educational Programs, which will review the reports and make such recommendations (including recommendations for additional legislation) it deems advisable.

Publications (in process)

Sex Discrimination in Education: Employment Practices of Professional Educational Personnel

Sex Discrimination in Education: Guidance and Counseling Services and Materials in Secondary and Post-Secondary Education

Sex Discrimination in Education: Access to Post-Secondary Education

Project Monitor: Shirley Radcliffe

9.2.6. **Project**: Study of State Survey Methods and Results, 1973 Consolidated Program Information Report (CPIR)

Description

The Study of State Survey Methods and Results, 1973 CPIR, was designed to assess the reliability and validity of some of the data elements of the 1973 CPIR. The study focuses on determining the quality and level of data sources used by respondents in completing the 1973 CPIR. The extent and nature of problems encountered in completing the survey instrument are also evaluated.

Six of the 42 matrices in the survey instrument were selected for the study. A proportionate random subsample of 100 local education agencies (LEA's) was drawn from the national sample of 1016 LEA's which participate in the 1973 survey. Structured interview forms were developed. State education agency and NCES personnel were trained to use them and conducted the interviews.

Variables investigated in the study include data sources and methodology used by respondents to determine or estimate pupil participation in federally aided programs, pupil population groups, services and activities provided to meet the needs of children from low-income areas, staffing by pupil-population groups, and expenditures by pupil-population groups.

Purpose and Uses

NCES anticipates using the data as design input for new surveys and the redesign of existing surveys. The results of the study will contribute to delimitation and standardization of procedures and requests for data in future surveys.

An additional use is to qualify or substantiate the data reported in the analysis of the 1973 CPIR.

Publication

A Study of State Survey Methods Used for the 1973 CPIR, (tentative title, in process)

Tapes

None

Project Officer: Beulah K. Cypress

9.2.7. **Project**: Anchor Test Study Data Analyses

Description

The Anchor Test Study was designed to produce tables of score correspondence among eight widely used reading tests and to produce nationally representative norms for those tests at the 4th- through 6th-grade levels. The study phase included two major phases; an equating, and a restandardization or norming phase. In the norming phase, 210,000 pupils in a national sample of over 800 public and nonpublic schools were given the Metropolitan Reading Tests, consisting of Word Knowledge (vocabulary) and Reading subtests. A byproduct of the norming phase is a data base on this large sample of students, which contains the following items: school variables–the degree of urbanism (school location), students' family income estimates (gross intervals) and percentages of welfare families, and school type (public, Catholic, other nonpublic); pupil variables–ethnic background; whether English is the primary language; whether English being secondary constituted a learning handicap; pupil IQ, within gross intervals; and whether pupil was diagnosed as needing remedial work in reading.

The Anchor Test Study data analyses will consist of the development and analyses of 54 tables using the variables described, and a number of independent variables including the number of sampled pupils; the total number of 5th-grade pupils in the cells as of 1971-72 school year; number of sampled schools; estimated mean MAT total reading score; the standard deviation of the score; proportion scoring below median and the proportion scoring below the 25th percentile.

A preliminary publication containing the tables without analyses is scheduled for June 1976. Six analytical reports will be published by December 1976. Three of these will be based on the following areas:

(1) comparison of reading achievement of public school children with that of nonpublic school children;

(2) comparison of reading achievement of public school children attending schools with differing socioeconomic status levels;

(3) comparison of reading achievement of public school children of different racial and ethnic origins.

Purpose and Uses

Analyses of the Anchor Test Study data will provide assessments and comparisons of reading achievement of 5th-graders, differentiated by one or a combination of the following characteristics: school urbanism of location (urban vs. rural, etc.), geographic region, public or nonpublic school attendance, school socioeconomic status, pupil's race or ethnic origin, primary language, IQ range, and several other variables.

Publications

The following publications were produced during the Anchor Test Study:

A Description of the Anchor Test Study, Educational Testing Service, 1971.

Equivalence and Norms Tables for Selected Reading Achievement Tests
(75-331 S/N 1780-01409) $2.25

9.2.7. **Project**: Anchor Test Study Data Analyses–Continued

Tapes

(Available for norming and equating phases)

Project Officer: Milton Chorvinsky

9.2.8. **Project**: Rasch Model Analysis of Anchor Test Data

Description

A Rasch procedure is being applied to data collected in the equating portion of the Anchor Test Study. The application of the procedure will result in a set of tables of score correspondence, which will be compared with the tables developed in the Anchor Test Study.

Purpose and Uses

The Rasch procedure offers a potentially less expensive approach to the development of tables of score correspondence for achievement tests. If the procedure is workable, future Anchor Test-type studies for grade levels and academic skill areas other than those in the current Anchor Test Study will require significantly smaller samples of children, thereby reducing expenses as well as administrative burdens at Federal, State, and local levels.

Publication

A technical report on the feasibility of the Rasch procedure for future Anchor Test-type projects (not available yet)

Project Officer: Charles H. Hammer

9.2.9. **Project**: Investigation of Appropriateness of the Anchor Test Study: Equating Tables for Selected Subgroups

Description

Equating data from the 1972-73 Anchor Test Study are examined to determine if equating tables based on a national sample of 4th, 5th, and 6th-graders are appropriate for use with selected population subgroups.

Purpose and Uses

This study was performed to answer questions about the appropriateness of the existing Anchor Test Study equating tables for selected subgroups.

Project Officer: Charles H. Hammer

9.3.0. **Project**: Preparation of Anchor Test Data Tapes and Manual for Use With Tapes

Description

Computer tapes and an accompanying manual for the Anchor Test data collection effort have been prepared for sale by NCES. These tapes contain reading achievement data on more than 300,000 4th-, 5th-, and 6th-graders.

Purpose and Uses

The tapes and manual have been prepared for use by educational researchers.

Publication

Users Manual for 1972-1973 Anchor Test Study

Tapes

1972-73 Anchor Test Study data tapes

Project Officer: Charles H. Hammer

9.3.1. **Project:** Educational Indicators That Measure Scocial and Program Progress

Description

This is an exploratory applied-research effort with the objective of developing statistical indicators to measure the progress of education at the elementary and secondary levels. There are four broad areas of investigation:

(1) Review existing measures and indicators used to measure the effects of elementary and secondary education.

(2) Formulate new measures of the effects of education, explore existing and new data sources needed to support new measures of progress, and explore avenues of applied research on measurement and data collection.

(3) Assist NCES in developing future indicators of social and program progress.

(4) Assess possible policy implications and consequences of the use of selected alternative educational indicators.

Purpose and Uses

Quantitative indicators of educational output are essential in making intelligent choices among alternative programs and in monitoring the degree to which program objectives are met. Such output indicators are also necessary for gaging the state and progress of American education and for alerting national leaders to the need for new legislation. In the absence of true output indicators, the performance of the educational system has usually been expressed in terms of input of people, money, and materials or in terms of enrollments, number of graduates, etc. Measures are needed to assess factors such as what has been learned, how behavior has been modified, and how social mobility has been facilitated.

One of the objectives of this effort is to develop indicators that might be included in recurring NCES statistical surveys to provide data that:

(1) may be used to develop an overview of the state of public elementary and secondary education;

(2) help determine trends and indicators of progress or deterioration;

(3) identify sectors of the school population or of the educational system with problems, and assess the magnitude of these problems;

(4) provide benchmarks for program planning;

(5) show relationship between inputs and outputs of the educational system.

Publications

Indicators of Educational Outcomes fall 1972
(OE-73-11110) $1.15

9.3.1. **Project**: Educational Indicators That Measure Social and Program Progress–Continued

National Assessment and Social Indicators January 1973
(OE-73-11111) 85¢

Project Officer: William Dorfman

9.3.2. **Project:** System to Obtain Data by School District

Description

Development of a conversion system for defining all school districts with enrollments of 300 or more in terms of small census areas, thus permitting tabulations of the 1970 Census of Population and Housing by school district. This conversion system will also permit census socioeconomic data (income, housing, race, mobility, educational attainment, etc.) to be matched with institutional data (school finances, staffing patterns, Federal support, etc.) obtained by NCES. An organized national file of maps showing the relationship between census units and school districts has been compiled from tables of equivalents, and computer reference tapes giving the codes for census units have been derived. Prospective users can now obtain tabulations of 1970 census data by school district from census summary tapes through one of the 150 Summary Tape Processing Centers or from basic record tapes through the Bureau of the Census itself.

In 1974-75, the School District Reference tape was updated to reflect changes in school district boundaries since 1970. The revised reference tape is being used to retabulate social and economic data from the 1970 Census of Population.

Purpose and Uses

One of the most important uses of data from this project will be to develop more refined statistics used to calculate Office of Education formula grants. For example, ESEA title I funds are at present distributed to schools on the basis of socioeconomic criteria classified by county. In many cases, however, the socioeconomic characteristics of school districts do not correspond with those for the country as a whole. Such data would be of value to the Commissioner's task force, which was established to study OE formula grants and to recommend better ways to calculate the distribution of funds.

Other ways in which the system can be of value follow:

(1) A planning base will be provided for local school officials.

(2) State education agency planning and program development will be supported.

(3) Measures of the ability to finance education can be related to educational expenditure patterns from other data sources.

(4) School districts can be stratified by socioeconomic characteristics for drawing national or State samples of school districts for surveys or for norming standardized tests.

(5) Basic data can be developed for such applications as community profiles, family characteristics of students, dropout characteristics, student geographic mobility, etc.

Publications

None

9.3.2. **Project**: System to Obtain Data by School District–Continued

Other Products

Maps of School Districts (Microfilm) (National Audiovisual Center, GSA)

School District Reference Tape (magnetic tape) (Bureau of the Census, DOC)

School District First Count Tape (magnetic tape) (Bureau of the Census, DOC)

Project Officer: William Dorfman